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The school librarian should serve as a catalytic agent to improve conditions in culturally disadvantaged settings. The individual school librarian should determine the specific needs of her clientele and plan a library program accordingly.

Contained in the issue are such articles as: "Broadening the Experience of the Culturally Disadvantaged," "Federal legislation and Programs for Underpriveleged Young People," "Socio-Economic Factors in Library Service to Students," and "Scenes from New York City Public Elementary School Libraries." Specific programs currently underway, such as the Houston Talent Preservation Project, the Detroit Great Cities School Improvement Program, and the Oakland Interagency Project, are discussed.

An annotated bibliography is included.

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Providing School Library Services for the Culturally Disadvantaged

February 1965

A REPRINT FOR THE AMERICAN ASSOCIATION OF SCHOOL LIBRARIANS
of articles which appeared in *ALA BULLETIN* June 1964-January 1965

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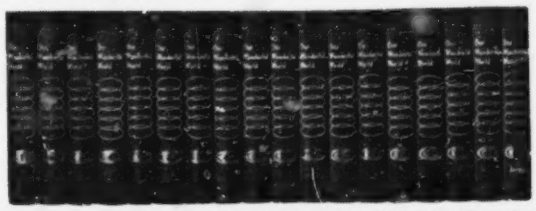

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PROVIDING SCHOOL LIBRARY SERVICES FOR THE CULTURALLY DISADVANTAGED

A Reprint of articles which appeared in
ALA BULLETIN June 1964-January 1965

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The cover picture shows activities in the Mount Royal Elementary School Library, Baltimore, Maryland. Mrs. Idella Nichols is the librarian. This is a demonstration school for the Knapp School Libraries Project.

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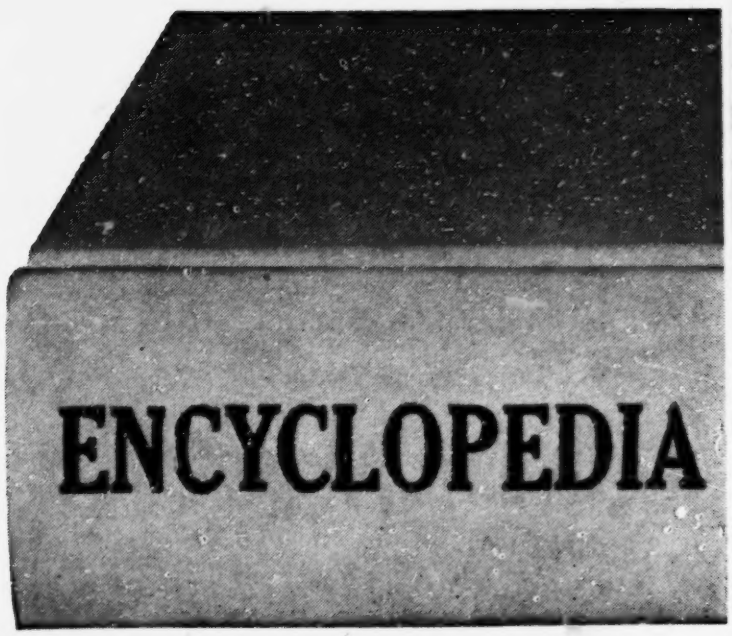

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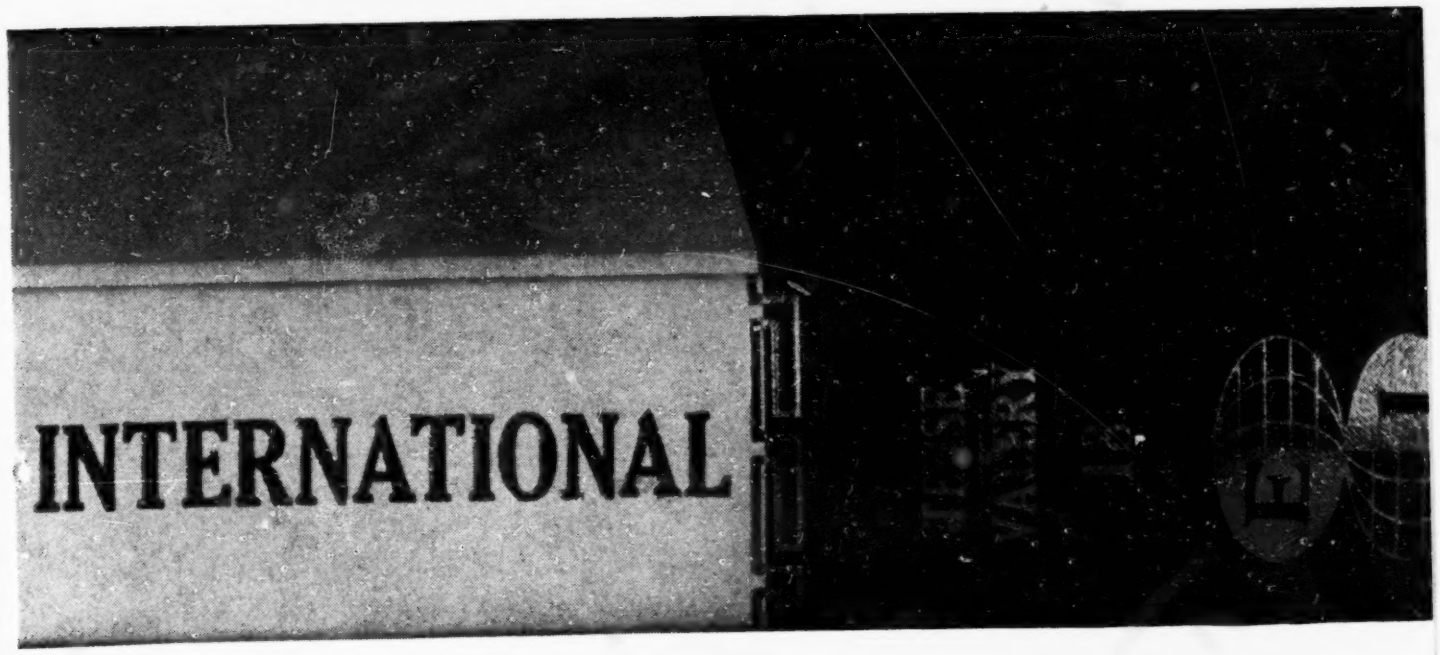

Providing School Library Services for the Culturally Disadvantaged

• *Miss Lowrie, past president of the American Association of School Librarians, has served as editor of this series of articles. She is head of the Department of Librarianship, Western Michigan University, Kalamazoo.*

Introduction

In this series on library service to the culturally disadvantaged, we have tried to point up the problems of the children and youth who come from families so concerned with the basic necessity of everyday existence that there is no time and/or money for the things of life which are important in today's patterns of living. We have tried to show that the school librarian can serve as a catalyst in improving conditions which could be tragic. Depth case studies, samples from existing programs, and research have been included as suggestions for future planning by all librarians. A bibliography designed to provide additional information on guidance, program planning, other agencies with similar concerns, etc. is appended. Legislative assistance should be investigated as a possible means for acquiring additional funds for development programs in specific areas.

There are many different groups of people in the "culturally disadvantaged" category. They are not all from the lower socio-economic group, nor are they all Negroes or Cubans, Orientals or American Indians. It is up to the individual school librarian to determine the specific needs of her clientele and plan the program accordingly.

JEAN E. LOWRIE
Series Editor

Broadening the Experience of the Culturally Disadvantaged

by Alexander Frazier

This is a third grade classroom in a downtown school. The children are reporting on a science experience that had to do with the conditions favorable to the nurture of living things. The tallest and darkest boy in the room is standing before us with a waterless flask over the rim of which droops the wilted top of a rather elderly carrot. "I brought this in last week," Ted reports as he holds it up for us to see, "and it's getting worse."

In another situation, this time a four-room school far back in the mountains, a reading group clusters around the teacher. These are first graders who have been reading a story about hide-and-seek. "What other meaning do we have for 'hide'?" asks the teacher, recalling the advice of the manual. The children are puzzled "Let me give you a few hints," she proffers. Finally she points to their shoes; she has leather in mind.

"Now where does this kind of hide come from?" she persists. "Giraffes," one child hazards. Another, "Hippopotamuses." A third, "Crocodiles." The teacher beams; they are getting closer. Then one last contribution is offered. Becky waves her hand wildly. "Yes?" the teacher asks. "Leprechauns!"

These are mountain children, but many of their unpainted shacks have a new adjunct: a multifingered tower attuned to the world beyond the hollows.

Another vignette. In this urban second grade, half the children are members of hill families who spend their weekends with kinfolk across the river. Mrs. Dane has found that she can stimulate the flow of talk on Monday mornings by starting off with news about herself. Since they met last, she reports, she has been working in her rose garden, spading up the soil and spreading fertilizer to feed the roots. "Why, Mrs. Dane," one bright-eyed little fellow exclaims, "I didn't know you knew about fertilizer!"

These are some of the children we have become concerned with these days as we ask ourselves whether we can do more to help disadvantaged children succeed in school.

Compensation and remediation

One of the ways we are trying to help them is by enriching their experience through what is coming to be called compensatory education. The program we have is all right, we seem to say, but these children are not ready for it. They need so many experiences they haven't had.

They need all kinds of encounters with the unfamiliar. If they're city children, they need to be taken to the country to see where milk comes from and how fields are plowed. If they live in the country, they should be taken to the city to ride up and down on an escalator or visit the zoo and feed peanuts to the monkeys. At school, the environment may be deliberately enriched for these children. Books of all kinds; pictures, films, and filmstrips; persons who can serve as resources and perhaps as models; a great range of concrete materials for manipulation—variety and abundance in all of these are to be valued.

Eventually, through such compensation,

• *Dr. Frazier is a professor in the College of Education, Ohio State University, Columbus. He is also director of both the University School and the Center for School Experimentation. The latter serves as an organizer for cooperative campus and field study projects.*

children who have come to school with too little will have gained enough to get started. Then they will move through our program with greater expectation of success. Or so it is hoped.

However, if they don't succeed once they do get started, we can always work on their deficiencies by a program of remediation or adjustment. After all, compensation can be carried just so far. Finally we have to start teaching, wherever our children come from. And if instruction doesn't "take," we will do whatever we must to make up for lack of learning. We know a good many things to try:

- We may group the poor learners within a class or work with them individually.
- We may farm them out to the teacher of the next younger group for a period a day.
- We may send them out to meet three times a week with the reading specialist.
- Or, if we have a good many such children, we may decide to reorganize our primary program around reading levels and give the children more time to move through the established sequence.

In most of these ways of remedying or adjusting the slow-moving child to our regular program, we need all the help we can get in finding stimulating materials for reading and learning. We want books of many kinds, nonprint materials of many kinds. The more varied and abundant our resources for teaching, the more likely we are to bring deficient children up to snuff. Or so we hope.

Trying to do much more

But surely, as we think of what library services may do for the culturally disadvantaged, we must feel that there is something more to be done than getting them ready for things as they are or cleaning up after their failure to learn (or ours to teach). Experience with richness of resources for learning ought not to be regarded as preparatory for our regular program or as being provided peripherally for those who don't respond within it to our satisfaction. Compensation may strike us as too little, remediation as too late.

Rich resources, we would agree, ought to be in the middle of the program; perhaps that may mean some changes in things as they are or as sometimes they may be. Ted's carrot, as he can observe from a carefully planned experience, is certainly "getting worse." But he is ready now to move from direct observation and from his present level of language to resources that may help find more of the reasons why and more discriminating ways of reporting on these reasons.

The children who know at least a little about giraffes and hippos and crocodiles and even leprechauns happen to be living in a classroom that has by actual count 162 trade books collecting dust on a bottom shelf under a couple of rows of supplementary readers and unused health and science textbooks. All these are perceived somehow as being there to be read if there is still time after the necessary classroom work has been done.

Mrs. Kane's boy from the hills has a new respect for his teacher because he has found that she knows something that really matters. And her concern for his growth has a broader base as she moves to bring him together with resources, either in her classroom or accessible to it, that will help him learn how to build on what he already knows.

A rich situation for learning

We know what a situation in which richness of resources is central to learning looks like and how library services can relate to it. But let us look at one example simply as a reminder of the need to demand more of ourselves than compensation and remediation.

It is ten o'clock and all the children in this second grade room except three are reading in books they chose. The three are on the floor lettering a report on a large sheet that is headed "Our Weather Experiment." It is April and this class has been making instruments to keep track of the rainfall.

The teacher is reading with one boy who is having some trouble with word endings; they are using one of the supplementary literary readers from a well-known series. At the teacher's elbow another boy appears with his book held out and a finger on one word. "What does 'fragment' mean?" he asks. "A piece of something," the teacher tells him.

Around the table where the teacher happens to be working, children are reading these

books: *Freddy the Magician, The Marshmallow Ghosts, The Real Book about the Texas Rangers, Spring Things,* and *Smokey.* Elsewhere the visitor finds children at work on *A Book to Begin on Time; Ghosts, Ghosts, Ghosts; It Happened One Day; What Is Weather; Rodeo; Stories to Remember; Christopher Columbus; Betsy and the Circus;* and *Annie Oakley: The Shooting Star.* In a window seat two girls are sitting together; one is reading *Eddie and His Big Deals* ("It's my second Eddie book," she volunteers); the other, *Peter Pan.* Why are they sitting here? "Oh, we just like to read together."

At the end of a table, where he has plenty of room to spread the book out flat, a seven-year-old Civil War buff is carefully studying the pictures in *Divided We Fought: A Pictorial History of the War, 1861–1865,* borrowed from the high school collection just for him.

The visitor accompanies one small reader upstairs to the elementary collection to get a book about people of other lands. The general topic of group study has been how things began, and she is interested in learning more about where the people of this country came from in the early days. The librarian tries to help her find just the right book. His help is especially valued in getting hold of titles on the higher shelves. At each book in turn she glances quickly. "No . . . no . . . no. . . ." She is taking a look inside each to assess its readability in terms of what she knows she can do. "That's it," she says firmly when she is offered *Where in the World Do You Live.*

Later the teacher says of this class, "They're reading all kinds of books, of course, for all kinds of purposes. One boy has just started on the Hardy Boys series. But we've all been reading this week for our group study in particular. We've used many films and filmstrips, too. Next week we are going to the museum to find more answers to our questions. We have a lot of interest in pioneers and the Old West. We'll try to pull things together soon and perhaps develop a simple time line, relating it to some of our arithmetic concepts."

And as the visitor prepares to leave, the teacher offers a last word: "The main thing is to develop purposes for finding out. That's two-thirds of the battle."

Guidelines

What we have been saying is that library services need to be kept in the middle of the picture from the beginning for all students, privileged as well as disadvantaged.

We might contend, too, that the concerns learners bring with them should be honored if we are to help them discover the range of resources besides direct personal experience through which their needs may be satisfied. Sometimes we think we already know what these interests and needs are. But do we? There is so much that might be learned about, well, fertilizers or maybe kinds of hunting dogs other than those down home or possibly about boys of another time who were born into families that lived in a log cabin set high on a ridge far off at the end of a dirt road that got lost winding up into the hills.

We may agree that sometimes such interests are difficult to bring into the open at school or elsewhere. We tend, perhaps, to try to fit the seekers of new experience to our program, whether in the school or in the community library. Is there effort in both places to help all kinds of seekers find ways to express and to satisfy the many more or less personal and relatively unique concerns that they may bring with them?

We may recognize that much stimulation may be needed to arouse new concerns and interests. In schools, these purposes can be derived—and are in the best teaching situations—from planning for the search in many fields of knowledge. The purposes so derived will then call for the use of all the resources we can possibly muster. Exciting new interests in the nonschool setting involves other problems but is no less essential if we are to serve the special needs of the disadvantaged or the different. Certainly merely placing a placard above a shelf of books that everyone ought to know will not be enough.

Whatever the difficulties are in trying to become more effective in bringing library services to such children and youth, we must certainly resist confining our efforts to compensation and remediation. Let us do what we can there, surely, but let us add a third approach to this new campaign. Let us be, as we always have been, concerned chiefly with the use of our full resources for the achievement of satisfaction. ●●●

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Federal Legislation and Programs for Underprivileged Young People

There are several pieces of federal legislation and several different governmental programs that relate directly to the disadvantaged and seriously underprivileged young people about which every professional librarian should be knowledgeable. Chiefly they are embodied in the following pieces of legislation: the 1962 Welfare Amendments, the 1963 Vocational Education Act (certain sections only), the Manpower Development and Training Program, and the provisions of the proposed Johnson Poverty Bill (Economic Opportunity Act of 1964).

In addition to the above there are several other federal programs which deal directly with or at least touch tangentially on the disadvantaged or the "culturally different" child. Some of these are the Kennedy Mental Health Act and the Juvenile Delinquency Act, as well as numerous projects of the National Institutes of Mental Health. However, space will not allow these programs to be dealt with in this article.

1962 WELFARE AMENDMENTS (P.L.87-543)

This act amending the public welfare provisions of the Social Security Act, is administered by the Bureau of Family Services of the Welfare Administration. These amendments constitute the first extensive overhauling of our public assistance program from early New Deal days to the present time. They emphasized and gave federal support to the concept of public assistance as a program designed to save, recast, and reeducate welfare families so as to make as many of them as possible self-supporting. The amendments are aimed especially at doing something for families receiving welfare aid under the program of aid to families with dependent children (AFDC). Special emphasis is placed on proper education of children in families receiving public assistance so that the children do not in their turn fall into the pattern of public dependency. Some of the noteworthy provisions of these amendments are:

Aid to Families with Dependent Children—Unemployed Persons (AFDC–UP). The amendments extended a temporary program which had been enacted the previous year. Under this program the federal government will share in assistance payments to families with children under eighteen where the family is in need because of the father's unemployment. The expansion of the older AFDC program to encompass these families of the unemployed is optional with the states and requires state enabling legislation; so far eighteen states have qualified under the AFDC–UP provisions. As the program becomes better known, and as more fathers seem to be somewhat permanently unemployed, it is expected that additional states will avail themselves of this new welfare program.

Community Work and Training Programs (CWT). This is an innovative and enterprising method for giving constructive work and training experience to heads of households and other adults in public assistance families. Work and training of employable, adult welfare recipients is chiefly in pub-

• *The author of this article is working on President Johnson's Poverty Program in the Depart- of Health, Education, and Welfare. He has had extensive public school teaching and social work experience in one of the country's largest urban areas. His name and position are withheld at his request because publication deadline did not permit this article to be given administrative clearance by his department.*

lic service type of employment. CWT has proven to be immensely popular among those involved in the program (and with welfare officials) in the places where it has been tried, particularly in the state of Kentucky which has extended this program to most of its severely impoverished counties. Some adults have been trained through this program for rather significant private employment opportunities. But whether employable after a CWT training program or not, the morale and attitude factor alone should be sufficient to recommend this type of a public assistance formula over the older type of straight "relief" formula.

Special Demonstration Projects. The 1962 amendments permit special demonstration programs; among those in progress are various youth programs designed to keep young teen-agers from public assistance families enrolled and achieving in junior and senior high schools. In one of these special demonstration programs, young boys and girls from AFDC families and from welfare families are given subsidized public service type employment, mostly within the school itself, which adds immeasurably to their ability to keep themselves on a social and economic par with their more economically fortunate schoolmates. This subsidized employment continues only as long as they continue in high school or in a high school equivalent vocational training program. This program helps to develop good work habits and attitudes toward future private employment.

These special demonstration programs, unlike the other 1962 welfare amendment programs can be 100 per cent federally financed for a period of time not to exceed three years. Federal financing for other welfare programs is on a federal–state matching basis.

While these special "welfare" youth programs are quite new, those in progress in several states seem to indicate that young people in public assistance families have as much academic talent as their nonwelfare peers—if they are properly motivated to stay in school and strive.

Day-Care Centers. During World War II mothers were encouraged to venture out of the home and to accept employment connected with the war effort. To assist mothers to do this, day-care centers were opened in almost every urban area in the country. After the war, however, federal financing for these centers was eliminated for economy reasons. Still another reason was that they were thought to be unnecessary because mothers were supposed to be able to stay home in the model postwar world. As a result of the withdrawal of federal financing, public day-care centers ceased to exist in nearly all states except a few which continued to extend help on their own.

Day-care centers are again very necessary, however, because the truth is that ever increasing numbers of married women with children do (and for various reasons, must) work outside of the home. Under the 1962 amendments federal funds are earmarked for state use in developing day-care services for public assistance mothers.

With their children placed in day-care centers, many mothers who wish to avail themselves of the opportunity are free to participate in basic education and training programs which can also be established for AFDC mothers under the new programs encompassed in the 1962 amendments.

1963 VOCATIONAL EDUCATION ACT (P.L.88-210)

Congress acted swiftly after the assassination of President Kennedy to enact several long pending educational provisions which he had advocated as a sort of educational memorial to this young education-minded president. This act was one of the educational measures so enacted last December.

Congress made it plain in this act that any disadvantaged person could be given vocational education under this act whether still in school, out of school, or merely in need of retraining. Congress realized that there are many young people out of school and out of work who need additional training in order to make themselves employable. This program can even be utilized by local educational authorities to set up training programs for those who are now employed but who seek additional training so as to upgrade their skills.

Four provisions of this 1963 Vocational Education Act are directly applicable to disadvantaged young people:

Work–Study Provisions. The law provides several million dollars for a nationwide

work–study program for needy young people between the ages of fifteen and twenty-one who are enrolled full time in vocational programs. This part-time employment must be public service type employment and can include both school libraries and public libraries. This aid is limited to a maximum of $350 per academic year or $500 per year if the young person is a resident student.

Residential Vocational Schools. The same section of the act which provides for the work–study program also provides for the building of five experimental residential vocational schools. These schools would be built and completely equipped with federal funds, as well as maintained with federal funds up to a maximum of $2000 per pupil per year. They would be operated by state and local school authorities.

In filling these schools, boys from unwholesome urban slum environments who need better environmental conditions as a prerequisite for study are to be given priority consideration. The schools are to be considered model vocational education schools in every way, and can be expected to pioneer new teaching methods and programs. Congress requested that one school be built in the Washington, D.C., area; the locations of the other four residential schools have not yet been announced.

Area Vocational Schools. A large percentage of the funds payable to the states under this vocational program are earmarked for the first few years for the construction and equipping of area vocational schools. These schools represent a rapidly developing concept in American public education. It constitutes recognition by Congress that in many parts of the country small, inefficient, poorly supported educational units, such as we relied upon in the past, cannot do the vocational and technical educational job required for today's world. Hence an area vocational school concept is being explored.

Where the school districts are now large and geographically comprehensive, such as cities, only minor administrative changes will be brought about by the construction of new area type schools, but in some states the combined cooperation of several school districts or even multiple-county cooperation will be required.

Commissioner's Role. The Commissioner of Education will receive 10 per cent of all vocational education funds appropriated under this act ($118,500,000 authorized in fiscal 1965, $225,000,000 authorized after fiscal 1966) for purposes of research into the field of vocational and technical education. This will include the ability to fund demonstration programs. It is anticipated that the commissioner may well give initial consideration of this vocational research and demonstration money to finding new ways to involve "hard core" youth who are known to be concentrated at the lower end of the I.Q. scale.

THE MANPOWER DEVELOPMENT AND TRAINING ACT OF 1962 (MDTA) AND THE 1963 AMENDMENTS TO THIS ACT

This is the principal adult manpower development and youth training program of the federal government for out-of-school youth who are already in the labor force. Passed by Congress as part of the 1961 antirecession program, MDTA has been difficult to operate to its maximum potential because it calls for such a high level of intrabureau federal cooperation between the Labor Department and the Department of Health, Education, and Welfare. It also requires considerable state and local cooperation since all certification and training are on the local level by state agencies and local educational bodies.

The 1963 Congress authorized extensive improvements in this program, mostly so that it could be utilized to train larger numbers of unemployed out-of-school youth. The 1963 amendments permit local utilization of this program to be largely directed at disadvantaged youth. They also permit additional basic literacy training of any adult up to a maximum of 22 weeks (hence previously untouchable functional illiterates can now be included in MDTA training programs).

After fiscal 1965, the states that wish to continue taking advantage of this important program for unemployed men, women, and young people will have to match a portion of the federal funds, but up to that time the federal government underwrites 100 per cent of the cost of the training. Up to the present time most of MDTA training has been in established educational institutions; this institutional-based training has been quite expensive, often because the size of the class

or the project was so small. Forty-nine states have used MDTA training to a greater or lesser degree, depending on the ability of local educational officials to initiate training projects.

Labor Department Youth Opportunity Centers. The Labor Department, using MDTA funds, has just embarked on a multimillion dollar program to open special youth opportunity centers in the slums of 105 urban areas across the country. The 105 Standard Metropolitan Statistical Areas (SMSA) have been so selected that every state will have at least one center. Fifty-five centers will be located in 55 large metropolitan areas of 500,000 or more population. Thirty additional centers will be in SMSAs of 200,000 to 500,000 population.

These centers are to be staffed with men and women uniquely qualified to deal with the dropout and other marginally educated youths who need "special handling" in order to place them in jobs or (mostly) in suitable job training programs. The centers are to be located in city slum and urban "gray" areas. The idea here is to recruit actively and be available to seriously disadvantaged youths who are not presently availing themselves of present state employment offices. These centers will be a special youth project part of the local state employment office.

Certainly this national experiment by the Labor Department to deal realistically with hard core unemployed youth before they become seriously alienated is to be both applauded and anxiously watched.

THE ANTIPOVERTY PROGRAM

(Economic Opportunity Act of 1964)

R. Sargent Shriver has been designated by President Johnson as the White House antipoverty man who will be appointed to head this important new economic program once Congress approves his nomination. President Johnson approved the Act in a signing ceremony at the White House August 20, and a supplemental budget will be requested to implement the program.

The final version, passed by the House on August 8, is essentially that approved by the Senate on July 23 with the addition of several amendments, including extension of the veto power of state governors to cover private as well as public agency programs under Titles I and II, and a loyalty oath requirement. The disclaimer would apply only to three categories: enrollees in the Job Corps; an individual, like a consultant, who receives some direct benefit from appropriated funds; and, possibly, members of the new volunteer corps named VISTA.

There are four parts of the Economic Opportunity Act which should have special significance for school librarians, whether rural or urban, who seek to keep informed on important economic opportunities for both young people and unemployed or underemployed adults in their community. These special parts or provisions are:

Under Title I ($412,500,000)
- Part A—Job Corps
- Part B—Work Training Program
- Part C—Work-Study Program

Under Title II ($340,000,000)
- Part A—Urban and Rural Community Action Programs
- Part B—Adult Basic Education Programs

Under Title V ($150,000,000)
- Work Experience Programs (for Adults)

Under Title VI ($10,000,000)
- The Volunteer Program (Volunteers in Service to America—VISTA)

Job Corps. The administration expects that 30,000–40,000 young people between the ages of sixteen and twenty-one will be enrolled in this camp program by the end of the first year of operation. For those who volunteer and are selected, the Job Corps will offer a rewarding opportunity for education, vocational training, useful work, physical training, and recreation. The enrollees will live in either conservation or training centers in both rural and urban areas. The conservation centers of approximately 100 to 200 youths each will offer a healthy, out-of-door type of life where the discipline of work and new skills will be learned while our nation's parks, forests, and other natural resources are being improved. In some centers it is expected that educational and vocational training will be provided through local public educational agencies or private vocational or institutional agencies. Similarly, some centers will be planned and managed by other institutions which have appropriate resources to contribute to youth education and guidance programs for disadvantaged youth.

While library people at the national level naturally will be interested in making certain that an adequate budget for books and librarian assistance is included in the national planning entailed by this vast peacetime camp program, librarians at the local level, where these camps or centers are to be located, should also be concerned about library facilities for these camps.

The camp program is expected to attract dropouts who will require considerable re-educating and basic employment readiness type of training. The federal government is committed to try to establish a certain number of these Job Corps camps for girls who likewise require residential type pre-employment readiness training.

The Work Training Program. The work training program under Title I is designed to give unemployed young men and women aged sixteen through twenty-one (including both those in school and those out of school) a chance to escape poverty by providing them with an opportunity to work and to receive training experience not now available to them in private employment or under any existing federal program.

The work training programs, which will be started in hundreds of local areas in the country under this program during the next two years, are designed to occupy young people who might not have been significantly involved in vocational education programs or might not yet qualify for an MDTA training program—in other words, they are designed to catch young people who have fallen between the cracks of existing training programs.

The work offered young people in this program is designed to increase their chances for eventual private employability by enabling them to acquire new skills and work habits on a job. It will also give them a feeling of belonging to their community through significant public service type of work projects, performing important public services which are necessary but which might otherwise never be performed or provided. Under present plans many of these training projects and centers will be actually run by public and private nonprofit agencies. These agencies will act as official sponsors and will contract with the federal government for operational funds, etc.

The projects will be distributed equitably among the states, taking into account the needs of youth. The distribution of work training places within states will depend both on the severity of the state's poverty problem and local interest. Work places can be in libraries, hospitals, playgrounds, and local government offices and departments such as recreation, health, sanitation, public works, schools, county parks and forests, settlement houses, and other places where public services can be performed without displacing other workers from existing jobs.

Those enrolled in the Job Corps described above will receive compensation of $50 per month over and above all food, clothing, and complete living expenses such as health services and travel expenses, etc. Those who participate in the local work training programs are to be paid rates which are "appropriate and reasonable in the light of relevant factors." (This will probably mean something like 75 cents per hour.) The entire cost of recruiting, transporting, housing, training, and paying the enrollees of the Job Corps will be born by the federal government, but the cost of the local youth work training program will be shared. The federal share cannot exceed 90 per cent for the first two years of the program, thereafter the federal contribution cannot exceed 50 per cent. The local contribution may be either in cash or in kind, including rent or educational services, etc.

It is anticipated that the Labor Department will utilize the services of the 105 special Youth Opportunity Centers located in urban slums and gray areas to help recruit for these work training program positions. The administration expects to be able to accommodate 200,000 young people in this program during the first year at these local training centers.

As for library inclusion on a systematic basis, it will be up to the local library authorities to seek local participation in their community's planning program for a work training center or project.

Work–Study Program. This will be largely a reconstitution of the prewar National Youth Administration program which aided countless thousands of young people to

complete their college education. (It will be limited to college level education.) One hundred forty-five thousand young college students will be assisted by this work–study program during the first year of operation. Colleges and universities will be urged to permit only young people who are in actual financial need to be employed with federal subsidy under this program. The program is directed toward those young students who require this kind of financial assistance in order to enroll in a college or to continue in a college program once enrolled. The earning of an undergraduate will be $500 per year and of a graduate student, $1000 per year. The number of graduate students envisioned the first year is 15,000 (included in the 145,000 figure). Ninety per cent of the cost of this program would be underwritten for the first two years by the federal government and 75 per cent, in succeeding years, providing the work performed is for the college itself; if the work is performed outside of the college the subsidy cannot exceed 50 per cent.

With this kind of student-assistant help in the offing, life should soon be somewhat brighter indeed for many college librarians.

Community Action Programs (CAP) and Adult Basic Education Programs. Outside of the vast Job Corps program and the enterprising work training center program, the CAP program is by far the most imaginative both in its concept and in its importance. It could turn out to be the most important new utilization of library services and abilities in decades. With $315 million to spend for urban and rural programs (90 per cent federally financed for the first two years) along with $25 million earmarked for adult basic education, many communities where there are sizeable impoverished groups that desire an action program will be able to qualify. In cases of extreme regional poverty, the director of the Office of Economic Opportunity can forgive the local 10 per cent share (again, either in cash, in services, or in kind). While it is intended that these local community action programs are to be many faceted and comprehensive (i.e., schools, public welfare, libraries, social agencies, etc., utilizing a many-sided approach), money can be given for initial action programs or projects while planning for greater local agency and organizational involvement.

It is assumed that every comprehensive CAP program in either an urban or a rural area will include the schools in some form or another. Certainly it is the desire of those planning the operation of the poverty program on the national scene that schools be included in all community action programs designed to combat poverty.

The language of the bill as it stands at the time of publication of this article provides that CAP can conduct programs in the fields of employment, job training and counseling, health, vocational rehabilitation, housing, home management, welfare, and certain kinds of educational programs, namely "special remedial programs" and "noncurricular educational assistance for the benefit of low income individuals and families." It is believed that this language will permit all kinds of "noncurricular" educational programs of both a remedial and enrichment nature. While general aid to a school system is specifically prohibited, programs with special emphasis on reading and library usage, preschool programs (including nursery programs), and after-school programs (with the library again involved) will be possible in communities where there are substantial numbers of poor people. Preservice teacher training and in-service teacher training might also be permitted in order to serve the pressing needs for qualified teachers in schools in low income areas.

Certainly the inclusion of schools in CAP programs on a par with health, welfare, and employment groups should serve to encourage forward-looking educators to plan for wider community involvement and cooperation in helping schools to solve existing educational shortcomings of a long standing nature. The possibilities for new types of special educational programs for assistance to disadvantaged youth which can be funded under the poverty bill is truly exciting, and school librarians should have an increasingly large role to play in these new programs.

Family Unity through Jobs. The welfare administration will administer this part of the poverty bill and will have $150 million to implement adequately the 1962 welfare amendment program of Community Work

and Training (CWT) in many more states than have previously availed themselves of this type of welfare program.

It is estimated that approximately 20,000 men who would be responsible in turn for about 114,000 dependents could be accommodated during the first year of an expanded CWT program. In addition to the male-centered CWT program, about 30,000 AFDC mothers who are seeking employment and who could benefit from basic education and work training will be accommodated under Title V. It is estimated that at the present time 100,000 AFDC mothers are employable if they had proper reeducation and training (i.e., their family responsibilities permit outside employment and their personal health and age offer no employment bar).

Volunteers in Service to America (VISTA). The VISTA program is a renaming of President Kennedy's previously proposed Domestic Peace Corps. Five thousand volunteers working at local, state, and federal levels are envisioned, costing a total of $5 million. Half of the volunteers would be subject to state approval and will be paid by the state or local community following their period of training. The state and local communities are expected to draw on some of these VISTA individuals to help staff the teaching and administrative positions to undertake the local work and training program and some of the CAP programs. All volunteers, whether state or federal, will receive $50 per month plus living allowances and maintenance.

The programs briefly sketched above constitute the chief federal programs concerning the culturally disadvantaged now in existence or in the process of being planned. While several have direct significance for school librarians, all of these programs should be understood (if only in part), if the school library is to fulfill its proper school informational and educational role. The public schools are about to undertake a vastly expanded role of providing leadership, of doing something about cultural deprivation and generation after generation of dependence and idleness. School librarians must be prepared to play their proper role in this exciting leadership movement. ●●●

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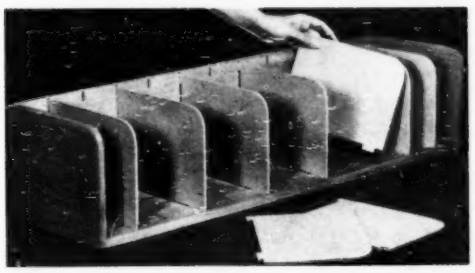

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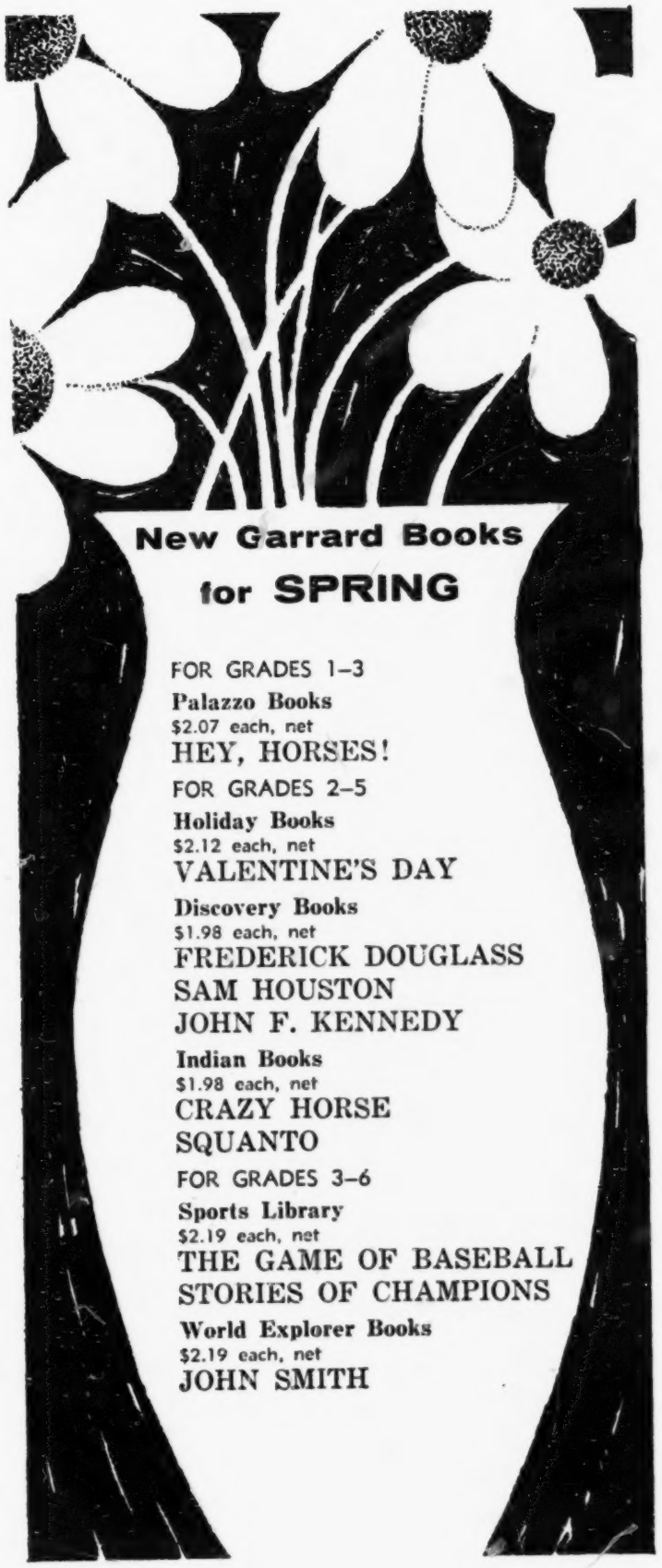

Socio-Economic Factors in Library Service to Students

by Milbrey L. Jones

The education of the culturally deprived is one of the major problems of urban schools today. Schools and libraries, which have traditionally concentrated their attention on the middle classes, are being asked to adjust themselves to work with a previously almost unrecognized group.

It has been pointed out that the underprivileged or culturally deprived have more interest in education than one might normally suspect.[1] Our failure, however unintentional, to offer them equal library facilities deprives them of a means for learning and improving the conditions of their lives.

A recent study of library service to senior high school students in eight communities of varying social character shows that the type of service available depends on the socio-economic rank of the community.[2] In one of the two large cities studied, students who lived in urban areas ranking lower in the socio-economic order had somewhat poorer branch library facilities available to them than did students in wealthier areas. Differences also were observed in the kind of school library service available in different communities and in the way students from different schools appeared to make use of it.

The study was made to test the hypothesis that library service to students varies according to the socio-economic level of the neighborhood in urban areas. Data on personnel provisions, physical facilities, library collections, services, and student use were collected. The school and public libraries studied served students of eight senior high schools located in four urban and four suburban school districts. This abstract primarily presents data concerning two urban school districts, both located in a city where public library service was at a higher level. Data for the eight school libraries is partially explored.

Although three branch libraries are located in or near the school district ranking lowest in the socio-economic order, only one is open in the evening, for one evening each week. This branch was the smallest of the four studied, with a book collection of 6442 volumes, a large proportion of which were children's books. Furthermore, it was located in the extreme end of the school district, slightly over two miles from the high school, and was out of the way for students who did not live in the immediate neighborhood. No professional librarian was on the staff.

On the other hand, the branch serving the neighborhood ranking higher in the socio-economic scale had an excellent book collection of 30,361 volumes, about half of which were adult books. There was also a professional staff of five (which included two trainees), and the library was open two evenings

• *Miss Jones is associate professor, Department of Library Science, Madison College, Harrisonburg, Virginia. This is an edited version of a paper she wrote while a student at the Graduate School of Library Service, Rutgers University, New Brunswick, New Jersey.*

[1] Riessman, Frank, *The Culturally Deprived Child* (New York: Harper, 1962).

[2] Jones, Milbrey L., *Socio-Economic Factors and Library Service to Students* (PhD thesis, Rutgers Univ., 1963).

each week.

It is true that all students who live in this city have access to a fine main public library. The school district ranking lower in the socio-economic order is closer to this main library, and students who live on the edge of the school district would be able to walk to it; but they have less access to an adequate branch library than students from the wealthier neighborhood.

The book collections of the branch libraries were evaluated on the basis of number of volumes and percentage of adult materials. Four areas of the collections that appeared to have special significance for the study were also examined: high interest–low vocabulary books; school, college, and scholarship materials; mathematics books; and periodicals. Lists were compiled and the collections checked by them.

A personal inspection of the collections at the four branches showed many good books, but many required materials were not available. The relatively high score of the four branches on books from the high interest–low vocabulary list showed fair attention to fiction, but serious lacks were found in mathematics books, reference books on college admission, and periodicals.

The large branch located in the higher ranking district had a far larger collection than any of the other three branches and a larger proportion of all the titles included on the list. This branch held a significantly larger percentage of the titles on the mathematics list, high interest–low vocabulary list, and school, college, and scholarship list. The difference in the four holdings for periodicals was not great, but their usefulness to students was affected by the handling. For example, the branch in the higher ranking district had begun within the last two years to bind twelve periodicals, while the three branches in the lower ranking district did not attempt to keep more than the last six issues of any periodicals.

Checked against standards

A survey of the school libraries showed that while one might meet the ALA standards for library quarters and another for number of books per pupil, none met the minimum standards recommended for good school libraries. All eight schools failed to meet the recommended standards for library personnel. There appeared to be no relationship between the number of library staff and the socio-economic rank of the school district.

The amount of space per pupil provided in the school libraries and the number of added facilities provided, such as work rooms and conference rooms, appears to be related to the age of the school building rather than to the socio-economic rank of the community.

Only one school library met the standards for number of volumes, and only one met the standards for number of periodicals. Moreover, only one school's budget fell within the $4–6 range recommended for book expenditures, and this school did not yet have the basic collection recommended.

The collections were checked against the lists in the four special categories, and the school libraries scored lowest in number of periodicals. The area ranking second lowest was mathematics books. Only one of the schools possessed as many as 50 per cent of the mathematics titles, and one school held slightly less than 12 per cent. The holdings in mathematics were higher for the four schools preparing the larger number of students for college.

It might be expected that senior high schools would own nearly 100 per cent of the titles on the school, college, and scholarship list. Since many of these titles were of the yearbook variety, with a new edition published at intervals, the holdings were checked for recency of date. Some of the schools did own a high proportion of the titles, but the check indicated that not a single school owned as many as 50 per cent of the latest issues. The range was from a low of three to a high of six of the fourteen titles. The single title on the list held by all eight school libraries was Wilson and Bucher's *College Ahead*. The 1960 edition of *American Universities and Colleges* was held by five.

Almost all of the schools owned collections of college catalogs and career material, and other titles covering college admission were included on the list. A good deal of this material covered the various types of tests such as College Boards. In all of the schools visited,

the guidance offices had collections of college catalogs, pamphlets, and other titles on schools, colleges, and scholarships, many of the same titles listed on the measure. In no case was a single item of this material recorded in the catalog of the school.

The accessibility of these materials is questionable when they are housed only in the offices of counselors, some of whom are teaching, in conference, or about the school on various other duties during the school day. Guidance offices are seldom equipped to organize or to circulate material for home and school use. If cataloged by the school library and sent on long or short term to counselors material can be readily located.

The usefulness of duplicating these titles is not questioned. In fact, *more* not less duplication is needed. However, access to material through library catalogs and circulation records is much more efficient than permanent shelving without catalog listing in the guidance office, where only a few people are aware that such material is available. In view of the clamor concerning college admission and rush of middle- and upper-class parents and students to inform themselves about the subject, both school and public library collections were surprisingly low in number of titles on the list.

The standards for school libraries recommend that the back issues of periodicals needed for reference work be kept in the school for a time span covering at least five years. None of the eight schools had any extensive binding of periodicals done, but some maintained files of back copies. Space, of course, is a major item in magazine storage. All of the school libraries had some storage space for periodicals, but it was seldom enough and was usually combined with office, workroom, conference room, etc. No school had a microfilm reader or microfilm materials.

Library use questionnaire

A questionnaire on library use was submitted to the students, and 239 students, or a 10 per cent sample of the twelfth grade from each of the schools, responded to it.

Those students from the schools in the lower half of the socio-economic scale showed a strong preference for using materials in the library, choosing to use library books and their own books there. It seems likely that the reasons for this might be lack of space, sufficient quiet, and perhaps adequate lighting for study at home. Projects concerned with school dropouts, reading improvement, and juvenile delinquency might well find that evening hours for both school and public libraries would be desirable.

Students from the school districts ranking higher in the socio-economic order were more likely to borrow books and do their studying at home. The survey showed that they tended to use the public library as a social center, i.e., a place to meet their friends, to a greater extent than did the students from less privileged homes. As one student put it, the public library is "a good place to make acquaintances."

All students made rather frequent use of

PERCENTAGES OF SCHOOL LIBRARY HOLDINGS FOR THE FOUR COLLECTION MEASURES

	Mathematics Books	Periodicals	High Interest–Low Vocabulary	Recent College Material
Upper Four in Socio-Economic Order				
B	37.8	35.6	75.0	35.7
E	51.4	42.5	66.6	21.4
F	49.5	34.6	82.4	21.4
G	34.9	25.5	64.9	35.7
Lower Four in Socio-Economic Order				
A	29.1	22.7	56.1	42.8
C	28.1	24.7	49.1	28.5
D	20.3	21.7	47.3	35.7
H	11.6	12.8	33.3	35.7

school and public libraries regardless of the socio-economic rank of the community, although students from lower income areas read less and borrowed fewer books than did students from higher income neighborhoods. The survey showed that students preferred to use the public library, a finding supported by the Deiches study.[3] Although reasons for this preference included adequacy of book collection, atmosphere of the library, convenient hours, etc., there appeared to be other important factors. For example, the school library with probably the best physical facilities was preferred to the public library by only slightly less than 3 per cent of the student sample in this school, while the school library with perhaps the worst physical facilities was preferred by somewhat over 40 per cent. Although the supposition cannot be substantiated, it appeared likely to the researcher that the key factor was the personality of the school librarian.

Students were also asked to check types of books that they might like to read, and at least two differences occurred among the schools in these categories. All students from the four school districts in the lower half of the socio-economic order checked the category of books on how to be a more popular or successful person to a higher degree than students in the other schools. When asked to write down any other types of books they might like to read, students from the poorer areas tended to list fewer categories or titles than the others. Students in the individual schools listed "other" categories from an average of three for the sample in one school to an average of eighteen for another.

Students were also asked to list persons who recommended books to them and persons who recommended best-liked books. Librarians, both school and public, ranked last or next to last in most cases, far below teachers and friends.

Although the findings of this study are summarized here but briefly, they point to deficiencies in neighborhood public and school libraries, particularly those located in the low income neighborhoods. Increased personnel, longer hours of service, and more adequate book and periodical collections would assist in bringing these libraries up to the standards recommended for them. In urban areas, sufficient lighting and police protection should be provided to make the neighborhoods safe for library patrons and library staff.

Libraries (both school and public) in low socio-economic areas should be provided with suitable easy reading material as well as high quality reading materials in book and periodical form. Reference books useful for students, periodical indexes, and adequate back files of magazines must be made available.

Libraries should also be equipped with audio-visual devices for individual or group listening and viewing. This equipment is sadly lacking in both school and public libraries, although it is available in the school for classroom use. These materials are especially suitable for use with students who do not read well. Although audio-visual devices may be used to encourage greater use of printed sources, they also aid learning in their own right, permitting students the use of a variety of techniques for learning.

Last, but perhaps most important of all, school and public libraries must be made more attractive places to which students will want to come. The four urban school libraries visited were much older and less attractive than the suburban school libraries. Almost all of the branch libraries were in old buildings. In some cases, the atmosphere inside the branch was cheerful but the outside of the building was forbidding.

If the underprivileged are to be served, and the culturally deprived stimulated, a careful analysis by school and public librarians in each community must be made. Weaknesses must be determined in collection and program and a concentrated effort made to woo this group of people. A library is not designed to serve only one socio-economic segment of any community. An attack on this off-balance which has developed so unobtrusively through the years is one of the most significant tasks facing the profession today.

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[3] Martin, Lowell A., *Students and the Pratt Library: Challenge and Opportunity* (Deiches Fund Studies of Public Library Service, No. 1 [Baltimore: Enoch Pratt Free Library, July 1963]).

The School Library Program for Children in a Depressed Area

by Harriett B. Brown and Elinor D. Sinnette

• *The authors have both served as district librarian in the district described in the article. Mrs. Brown served for four years and then was moved to the Bureau of Libraries in a supervisory capacity. Mrs. Sinnette has served for the past four years. This office covers School Districts 10 and 11, which include Central and East Harlem, composed mainly of Negro and Puerto Rican people. Mrs. Sinnette is shown above with her two daughters; Mrs. Brown's photo is right above.*

Helen Sattley's article, "Elementary School Library Growth in New York City" (June ALA Bulletin), *gives valuable background information on the special programs described in this article.*

The Negro or Puerto Rican child or the child of other minority groups living in depressed areas, who enters the New York City schools in 1970, will find that much ground work has been done making it possible for him to achieve his full potential. In September 1956, the Board of Education took an important step toward vitalizing the elementary library program by appointing 25 librarians, one to each of the city's district superintendents' offices. These district librarians helped to set up libraries, build new collections, and weed old ones; aided teachers in planning library periods; worked with parents and community agencies; and promoted district library activities.

The importance of books is always stressed in the program. The task is to help each child realize that the mastery of books is essential to success in the school world. The program attempts to find material suitable for the child who is already retarded in reading and materials to stimulate those whose aptitudes and abilities know no bounds. Teachers are shown how library materials can best be used, and parents are guided to help children become familiar with the world of books.

In addition to programs of storytelling, story reading, book talks, and visits to public library branches for children, there are programs for parents. Through the school newspaper, talks at workshops, parent-teacher meetings, and book fairs, the librarian can encourage parents in building home libraries and understanding the importance of books in the lives of their children. Puerto Rican parents were made aware of the free facilities of the public library through a meeting planned with the district guidance counselor and the district librarian.

Librarians use music, films, and a variety of devices to introduce books and reading to the children. The film, *The Red Carpet,* led to some excellent discussion about people who deserved the "red carpet" treatment. This in turn stimulated creative writing. The reading of *My Mother Is the Most Beautiful Woman in the World* showed the children that children of all nationalities see beauty in their mothers. The discussion that followed culminated in a Mother's Day program on a local radio station, where the children discussed physical and spiritual beauty. The district mathematics coordinator, a gifted folk singer and guitarist, will use her special talent this fall, at the request of the district librarian, to introduce attractive library books with mathematic concepts. Reading biographies of Frederick Douglass and Prudence Crandall has helped the children realize the courage and fortitude that people have shown in working toward American ideals. Through all of these media, children are realizing the power of books for inspiration and information.

Library activities take on new and essential meanings in a neighborhood where association with books is frequently lacking. A child's first introduction to books is often through the school library. This introduction, if it is to produce a reader who enjoys reading, must be pleasurable and meaningful. The book collections try to represent the best of all cultures and groups. The library program aims to provide children with the best kind of library service. But program workers are aware that too many youngsters know little about different peoples. Their day-to-day existence is in a section set apart—an all Negro and Puerto Rican section. Their society is all Negro and all Puerto Rican. Heretofore, only a limited number succeed in breaking through the invisible barriers and achieve recognition based on merit. Books are an excellent means of introducing the child to the concept of a multicultural society.

Racial and cultural pride

As the library program was developing in the schools, a tremendous movement developing outside of the schools had a direct influence on the children, their curriculum needs, and the school library program. The impact of this movement was seen in the 1963 march on Washington.

At district conferences, the guidance consultant and the school community coordinator reaffirmed the belief that the children were very aware of the problems of civil rights movements. Faced with daily stresses and the panorama of their peoples' struggle shown vividly on television and in newspapers, it is quite easy for a youngster in this area to become disillusioned.

The district library list of resource people has proven very helpful. A battalion chief of the fire departmert (the second Negro in the community to reach the rank) returned to his alma mater to speak. A well-known runner, now captain of the Yale track team, spoke of track and scholarship in one of the school libraries.

Sculptors, poets, painters, and chalk talk artists are among those called upon to help. Many live in or near the Harlem area and some are products of the Harlem schools. They have been eager to cooperate in the goals of the program. It is hoped that their messages will help some young people set and attain their goals and develop worthwhile lifetime attitudes.

All children need heroes with whom to relate. Children need to know their people's contribution to the growth of their country. This has been a long-neglected area for the Negro and Puerto Rican child. Therefore, a good deal of library work centers around seeking out and providing many books and materials in these fields.

For instance, the library contribution to the Science Fair was an exhibit of biographical materials, mounted pictures, and books about noted scientists. (The Science Fair is developed by the schools of Districts 10 and 11 and exhibited in a hall at Teachers College, Columbia University, attracting college students as well as parents and school people.) The contributions of Negro and Puerto Rican scientists were emphasized. The Puerto Rican agencies helped with source material about their scientists. The exhibit showed the children that their cultures have played a role in the development of this country and that these cultures need not be a barrier to achievement in any selected field.

This year, National Library Week was observed by extending activities into the community. School librarians and auxiliary teachers in the district who speak Spanish, in cooperation with the Harlem Branch of the New York Public Library, sponsored an exhibit called "Roads to Richer Understanding; Contributions of the Negro and Puerto Rican to Our American Heritage." The second floor of the library was arranged with paintings, works of art, books, posters, photographs of original documents, artifacts. Authors, artists, sculptors, community people, and bookshops all joined in this celebration. The opening reception emphasized the essential role of both school and public libraries in education for cultural understanding, and indicated aids in the selection of books for home and school libraries.

A great deal of emphasis has had to be placed on remedial work in this area. An after-school tutorial program, newly introduced into many of the city schools in the fall of 1963, opens the library for informal use four days during the week and Saturday mornings. In many district schools, the library has become the center of the program. It is used for homework, for teaching remedial reading, and as a circulating library for the children. In one school on a hot Friday afternoon, large numbers of children were returning books and checking them out for weekend reading. Others worked on homework assignments, using the reference collection. During one lull, the librarian took three first graders over to a quiet corner and read *My Dog Is Lost.*

Librarians have participated in a program of intervisitation between schools whose students are from different cultures. In one school, art was the basis for research and discussion. Each school had received a set of prints, and, through the school library program, the classes learned about the artists represented. Two other schools used units on New York and Canada from the social studies curriculum for their intervisitation meetings. This program indicates that children of different ethnic groups and economic levels, when motivated by mutual interest, can meet and exchange ideas and develop appreciation of each other.

From time to time, the Bureau of Libraries issues excellent bibliographies for all schools which have been invaluable guides in book ordering. A long bibliography, "Focus on One America, Using Books for Better Human Relations," was published in the spring of 1960 and supplemented in the fall of 1962, with a second supplement this fall. Another, on books of interest to the non-English-speaking child who is just being introduced to English language books, has had extensive use. In 1963, the bureau issued basic lists of books on and about the Negro and Puerto Rican people for teachers and for elementary, junior, and senior high schools.

Higher Horizons Program

A city school program which has given particular emphasis to what the school and the community want for every child has been the Higher Horizons Program. Like the new elementary school library program in the city, it began in 1956. At that time, a pilot project was started in a junior high school in Districts 10 and 11 to find methods of developing talents and resources of minority group children. The success of the pilot project led to its expansion into the Higher Horizons Program, which has now attained national prominence and has been extended to school grades above and below the original age group.

The original aims of the Higher Horizons Program were to develop the potential of all children and to prevent waste of human talent. The project's concept that improvement in a pupil can best be effected by direct influence upon the child, the teacher, and the parent was variously implemented within the school districts.

In Districts 10 and 11, the approach was through an emphasis on curriculum: proficiency in reading, writing, oral expression, mathematics, and science. The district superintendent believed that the best way to give our children a feeling of accomplishment and security was to make them academically proficient.

The Higher Horizons Program, when developed, included grades three through twelve. Of the original 31 elementary schools in the project, eight were in Districts 10 and 11. By 1962 there were programs in 52 elementary schools and eleven of these were in these

districts. Lack of academic achievement, especially in reading, had become a matter of grave concern to school officials and the community. The superintendent knew that academic proficiency would help these children to feel secure in the school world and aid in their adjustment to the world at large. Therefore, proficiency in the "basic" was stressed. However, time was also allotted for cultural activities with trips to the ballet, the theater, and museums.

The Bureau of Libraries gave the Higher Horizons schools extra allotments to help build up their book collections and the Elementary Division of the Board of Education assigned Teacher of Library positions to every elementary school in the Higher Horizons Program in September 1962, when the first 110 such positions were granted. These assignments made quite a difference in library activities within each school and within the district.

Each person selected for this position is an enthusiastic librarian (at heart, if not as yet with a degree). Under the guidance of the district librarian, they have concentrated on making their rooms attractive and the programs inviting and stimulating. They have shown that a capable librarian can coordinate the research and informal reading activity of the entire school. They supervise the professional collections and make the use of books and materials meaningful to teachers and children. The theme, "Let's ask the librarian," echoes throughout the district.

Teacher orientation

Because teachers' attitudes in the education of children with different backgrounds from their own is so important, librarians are concentrating on providing the school with professional collections of books about Negro and Puerto Rican life and culture. These collections include not just sociological treatise full of statistics, but books that reflect the attitudes and aspirations of the children in East and Central Harlem area. A teacher will get more in the way of feeling and understanding from reading *The Poetry of the Negro* by Hughes and Bontemps, *On Being Negro in America* by Saunders Redding, *The Fire Next Time* by James Baldwin, and *Puerto Rico in Pictures and Poetry* by Cynthia Maus, than from struggling through some of the more technical presentations and analysis of the American problem as it relates to the Negro and Puerto Rican in New York.

The cooperation of the faculty is essential in the development of the school library program. When Higher Horizons started, every teacher in the district who taught in the Higher Horizons Program at the elementary level participated in an after-school in-service course conducted by district specialists in reading, mathematics, science, and library and with the district curriculum and guidance coordinators. Each session was devoted to a different phase of the curriculum. The district staff were then able, through classroom visits, to guide the teachers in the implementation of the program.

What was developed and practiced in the Higher Horizon schools which had more staff and larger budgets because of the special project, has gradually been applied to other schools throughout the district and all programs, therefore, including the library, have been enriched.

The in-service course is a good method of interchanging ideas among teachers and faculty. This year, the district librarian and the school community coordinator directed a course open to all teachers entitled The Negro: His Role in the Culture and Life of the United States. Much dynamic thinking was engendered from this course. An outstanding psychologist, Dr. Kenneth Clark, a dynamic civil rights leader, Constance Baker Motley, and the well-known author, James Baldwin, were among the guest lecturers.

The second half of the course was devoted to writing a handbook for teachers entitled *We Too Sing America* (from Langston Hughes' poem). This will serve as a guide to the presentation of subject matter related to the Negro. A similar handbook on resources in the field of Puerto Rican culture is being planned. With the use of these aids, teachers may not only add to their knowledge, but also direct children in the use of the potential and varied resources of the school library.

In January 1964, the district superintendent and the district librarian arranged a meeting with principals, the district staff, and school librarians, in the Schomburg Collec-

tion. This reference branch of the New York Public Library, located in the heart of the Harlem community, contains the greatest depository of books and materials on the Negro and African in the world. Arthur Schomburg, a Puerto Rican, had been told at an early age that black people had no history. He refused to believe this and began to gather documentary proof to the contrary. The nucleus of his collection has grown into the famous library named in his honor.

At the meeting, each principal and each librarian received two bibliographies, "Books about Negro Life for Children," by Mrs. Augusta Baker, now coordinator of work with children at the New York Public Library and "The Negro: A List of Significant Books," by Mrs. Dorothy Homer. Mrs. Baker formerly served as children's librarian and Mrs. Homer as branch librarian in the circulating branch adjacent to the Schomburg Collection. A kit was also distributed which contained a list of selected books recommended for purchase for the school professional libraries of the districts, some suggestions of resources for picture and poster materials, and names of people in the community who are available to address assemblies and classes. The guest speaker at the meeting was Ernest Crichlow, Negro artist and illustrator.

At another principals' conference in the districts, a junior high school librarian read a paper on "Developing a Lifetime Habit of Reading," telling about the library program in her school and how the guidance counselor and other teachers cooperate with her in making books meaningful to the children. This paper was later published in *The School Library Bulletin*, a publication of the Bureau of Libraries.

Librarians must take a searching look at their libraries and tools. Does the library room have the air and atmosphere of a special place? Does it have the best books of all times for the children of today? Have the best of the new materials dealing wth the Negro, Puerto Rican, and other minority groups been added to the collections? Have outdated and inaccurate materials been discarded?

Librarians must employ new ways of making the faculty and school administration more aware of library resources and their place in the school curriculum. The use of the library during school hours and beyond should be encouraged. In this time of strife, all children must be guided to use the materials that will help them to understand themselves, their community, and their country better. Plans for children to share and exchange ideas and ideals with neighboring communities must be made. They must be provided with inspiration and encouragement, models on which to fix their sights, and rational methods by which to attain them. And finally, parents and the community must be encouraged to aid librarians in promoting and carrying out the very best in library services.

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Two Case Studies:

Pennsylvania—more bears than books

by John Rowell

There were more bears shot in all of Pennsylvania last year than there were books available to the youngsters of one of our counties. An extreme situation, yes; but not atypical.

Excluding the giant school districts of the cities of Philadelphia and Pittsburgh, there are today over one million Pennsylvania young people of school age who do not have access to school libraries or have the services of a school librarian. Yet the Governor's Committee on Education in Pennsylvania has reported that the keystone to quality education is the school library and that "the educational program is strengthened in direct proportion to the quality of the school's library."

We're celebrating—if, indeed, that is the appropriate word—the 100th anniversary of the legal establishment of school libraries in Pennsylvania this year. In light of the Governor's Committee's keystone statement, perhaps there is a connection here between our current educational status and what has not happened to school library development during these hundred years. We know, for example, that only 28.4 per cent of our high school graduates go to college, that Pennsylvania ranks ninth among the ten largest states in the number of college-age young people attending college, and that 44 per cent of our students with an I.Q. between 115 and 129 and 21 per cent with an I.Q. exceeding 130 do not attend college. We know that in this past century no organied effort has been made in the commonwealth to establish and develop school libraries. Perhaps here, too, there is a corollary between the lack of books and book specialists and the fact that less than two out of five Pennsylvanians over 25 have a high school education.

The educational gap has made itself felt economically across the country and in the so-called Appalachia region most particularly. In Pennsylvania we are part of that region with a total of 53 out of our 67 counties considered Appalachia as defined by the Conference of Appalachian Governors and the Pennsylvania State Planning Board. But the distress is not confined to the mountain areas. It is felt as well in parts of the western and southeastern counties and in our largest cities.

The economic redevelopment programs of the state are involving every governmental agency; and education, with its responsibilities and potential for substantially affecting the economic climate, has prepared to move into the battle of this war on cultural and economic poverty.

(Continued on page 33)

• *Mr. Rowell is director of school libraries, Pennsylvania State Department of Public Instruction, Harrisburg.*

a state and a city

Seattle—

when nonachievers shun the library

by Virginia Smith

Large cities which experienced urbanization some years ago now face myriad attendant problems, from which at times there seems no possible retreat. Seattle now faces the population movements leading to these same problems. In general, there is an exodus of Caucasian families whose place in the community is taken by minority group families. Within the school this change is most readily seen in the difference in educational and cultural backgrounds between the old and new groups. New families tend to come from other large cities and from rural areas where educational standards and socio-economic backgrounds are considerably below average.

At the same time, many students come from homes of unusually strong intellectual and cultural backgrounds. Often professional people, many families are associated with one of the city's largest universities and feel that a cosmopolitan school has advantages for their children so long as academic standards remain high.

Is it still possible, through imagination, foresight, and careful planning, to avoid the traps of urbanization that have already engulfed other metropolitan areas? Our firm conviction is that the most important step is strong public schools in the area. Our goal is to meet the needs of our culturally deprived young people so effectively that they will become contributing members of the Seattle community rather than burdens upon it. At the same time we must help our more able students, many of them also minority group members, realize their full intellectual potential and develop respect and appreciation for the individuals of the varied school and community population.

With this background in mind, I want to consider the role of the library so far as the educationally and/or culturally deprived segment of school population is concerned. A Garfield High School faculty committee concluded that two factors contribute most to a lack of achievement on the part of these students: the meager and limited experiential background and their persistent noninvolvement in school activities. These seemed a challenge to the library as well as the classroom. We felt first, that there was much that we could do in cooperation with teachers and, second, that there were other things that should be our responsibility alone. For 1800 students we have one full-time librarian and one full-time assistant who has made it possible for the librarian to carry on other parts of the program.

The library has two major problems. First is to get the educationally and/or culturally deprived students to the library. Nearly all

• *Miss Smith is librarian of Garfield High School in Seattle.*

nonachievers shun us because we represent an accumulation of knowledge that further threatens their ability to comprehend. Second is the problem of identification. If these students are not recognized and guided immediately, we usually end up with a discipline problem that can only multiply the frustrations they already feel, as well as the frustrations of the librarian.

Teachers are equally anxious to have these students use the library facilities. They realize that in the library setting the educationally and/or culturally deprived student can quickly achieve a satisfying degree of success, and that these students will soon imitate the more sophisticated and acquire a poise they do not feel in the classroom, being one here with the student body in general. Teacher cooperation is vital to getting students into the library in the first place.

Know the students

It is absolutely essential that the librarian be known outside as well as inside the library. He must be genuinely interested in all school activities and all school students. Many academic underachievers are successful in athletic activities, for example. If we know this and comment upon it when we see them in the hall, we will soon see them in the library. This is equally true in the areas of dance, drama, art, and music.

Systematic participation, if only as a spectator, is as wide a variety of activities as possible is invaluable. I am adviser to the very popular Pep Squad (song and yell leaders) in our building. I must confess that my motives are not altogether altruistic, for I truly enjoy this group. Nevertheless, working with them and having their headquarters in the library enhances my prestige and approachability in the eyes of the entire student body. I also act as adviser to our Roll Room Representatives, who meet once each week and are a direct line of communication between the library and the classroom.

The building and library are old, but we do our best with the facilities at hand and try as often as possible to have something unusual, very often involving current student activities. The Radio and Electronics Club and other departments have been most helpful in preparing exhibits. Recently you could take a trip to the moon and back if you could figure out the correct combination on a telephone dial wired to a papier-mâché solar system that extended across the top of one corner of the room. Lights lit up for each planet as they became a part of the journey. Books on the solar system, space, electronics, travel, and science fiction were displayed on the same table. By the end of the week, hardly a book was left on display. The club also offered prizes for the traveler who could get to the moon and back to earth successfully. At times, we feel as though we are in the commercial advertising business, but we can't be a useful resource for students who never arrive.

Teachers have been the major story so far as identification is concerned. As early in the term as possible, these special classes of underachievers come to the library to complete a series of carefully structured assignments. The groundwork is done in the classroom by the teacher; once the class is in the library, I give the library lesson itself. Careful supervision of assigned work by the teacher and the librarian together insures a maximum number of successfully concluded experiences. Less material is covered per visit in the beginning, and an increased amount of assistance is given in the search. I am able to become acquainted with many students and I am better able to recognize them when they return. A successful student will return and soon he will arrive regularly on his own. A photographic memory would be a decided asset, but unfortunately I do not possess such an attribute, and I try to be aware of a student's background, whenever at all possible, before a disciplinary action is taken.

This very definitely does not mean a double behavior standard. We expect behavior conducive to the best library situation for all. It does mean, on occasion, investigating to see if Eddie has gone astray because he is "stopped" and needs help that he is reluctant to request. Continued rebuffs often build up a reluctance to seek help that is not easily overcome. Once again classroom teachers aid by continually pointing up correct library behavior and are often successful in talking with students who would only rebel if approached by the librarian.

These students have also found gratification and success as library and audio-visual stu-

dent assistants. Some would have never completed their high school courses if this activity had not become their particular niche. This school service culminates with an award at the All-School Awards Assembly for those who have spent at least two years in this type of work. This year ten received these awards.

A wide diversity

Another concern is the diversity of materials which must cover this wide experiential and cultural range. A member of any racial or religious minority should be able to locate materials that will produce worthwhile characters with whom he can identify or develop pride in his heritage. Audio-visual materials are excellent for working with these special classes, and we continually try to develop picture and filmstrip materials geared to their needs. Quarto books, fine for browsing, have proved invaluable. Books dealing with minority group problems are more numerous and inclusive then generally expected in a high school library. A student will really extend himself and his vocabulary to read something about which he is concerned.

A library lesson with enough time left for reading or telling a fine story will find a class so attentive that one could hear the proverbial pin. Furthermore, there is a scramble to see who takes that particular book home, and the others make a daily procession to see if it is back yet. We hope to extend service in this area next year by the development of a reading room especially for these students.

Dr. Samuel Shepard, Jr., who has been so successful in the St. Louis public schools, came as a resource person for a workshop in our area. He emphasized the need for close communication with parents on the correct reading level of their children. As a result, we plan a brochure to be mailed to parents with information which we hope will be useful to them. The need for a daily newspaper in the home, the value of several current magazines, and the books the student should be reading will be included. This may also provide an opening for parents to contact the librarians.

Individual student guidance takes on proportions not usually necessary in other areas. Reading lists developed in both fiction and nonfiction fields, we feel, are responsible for the development of student interests. We must also be aware of the individual teacher's needs, as well as know where he is directing his particular students so the library can adequately complement his work. I have excellent cooperation and encouragement from the administration, department heads, and individual teachers. Their efforts are largely responsible for the growth of our program. We in turn always keep them informed of new material which they may find useful and encourage their surveillance of all new materials.

"Educationally and/or culturally deprived students, like students everywhere, respond to imagination, sensitivity, individuality, and excitement, as well as to a truthful portrayal of their world." This statement was made in a letter by Katherine Gibson and Miriam Braverman of DeKalb District, Brooklyn Public Library, when they were discussing publication of books for deprived students. It exactly explains our approach to the school program. There is no place in it for condescension. The library is no longer the place our educationally and/or culturally deprived students shun, but rather a place where they find educational achievement as well as reading pleasure. ●●●

ROWELL . . . *(Continued from page 30)*

As the keystone to quality education, the charge of responsibility to school library establishment and development is clear. In a state where more than a million children and young people do not have school libraries, in a state where the conservative estimate of needs cites 800 more elementary and 500 more secondary school librarians, in a state which ranks among the bottom ten in the country in school library establishment, a priority program is demanded. The state Department of Public Instruction has endorsed such a program, and we are identifying problems and finding solutions as rapidly as resources and opportunities permit.

New state mandates relating to required numbers of librarians in school districts, minimum numbers of books in school libraries, adult clerical library assistants, and construction of library facilities have been passed and will be enforced. The equal opportunity of every child to have school library resources regardless of his economic or

cultural circumstance will be provided. State-aided programs have been established and, hopefully, will be expanded. School district self-improvement programs are being encouraged and adopted. Established state and federal programs are being closely examined for their implications in school library developmbent. Financial assistance is being sought (and found) from foundations and industry.

A district problem is the state's problem

The 1962 Shapp Foundation Report, "New Growth . . . New Jobs for Pennsylvania," states that "we can no longer treat education as a local problem. The failure of any school district in Pennsylvania or in any state to provide adequate education hampers national economic growth, results in lower standards of living in its immediate area, and often creates severe economic problems in areas far from the negligent district."

To a major extent this is true, but it does not preclude the fact a great deal can be done at the local level—even in distressed areas—if school administrators and boards are convinced of the value of the total educational program and the school library's key contribution to it. An example of how this worked last year is in the very county where there were fewer books than bagged bears. Through a selling program of telling the library story to the administrators and members of the several boards, a survey of their then present situation, an evaluation of the survey, and a developmental plan based on the status study and the potential resources of the districts, the boards joined forces through the county superintendent of schools' office and voted in funds to implement the projected program.

With sound planning and an understanding on the part of everyone involved, including parents, teachers, allied lay groups, etc., the schools in the county progressed in one year from virtually nothing to a centralized library in each school building, a centralized purchasing and processing facility serving the entire county, employment of trained personnel and clerical assistance, and an astonishing budget for the first year of $12.31 per pupil. In five years, every school in this county will be meeting the state's recommended standards. This is an Appalachia region county, but the impetus and means to see a school libraries program established was locally sponsored. It can be done.

Meeting the state's needs

By mandating a minimum number of librarians for each school district, the state is obliged by law to assist financially in paying for their services. The legislative way has been cleared for this, and, when the mandates become effective, the state aid will be available. Based on the school districts' ability to finance its educational program, those districts which can least afford the school librarian will be reimbursed most heavily for her services.

Quarters for school libraries are especially needed in this state which for years discouraged constriction of elementary facilities. A complete reversal in policy and financial assistance has taken place with the enactment of the school libraries' construction and remodeling reimbursement factor. It is now possible for districts to plan adequate library quarters and be assisted by state funds for doing so. Again, based on need and the district's financial commitment to its building program, those districts which most need this assistance are getting it.

By opening new library education departments in the state colleges, we are partially meeting the need for training personnel who live and work in the counties where the needs for school librarians are most acute. A program of scholarship aid from foundations and industry is accomplishing two benefits: 1) It is encouraging teachers to enter the library field through financial assistance; and 2) it is spotlighting school librarianship as an attractive and needed career.

Recognizing that the school librarian is an educator and recognizing that the skills of such a professional involve time to work with materials, students, and teachers, the mandate stipulating adult clerical assistants for librarians was designed to free the professional from clerical duties. To train—or retrain—adults for these jobs in processing centers or school buildings, programs are being developed which will serve three purposes: 1) Clerical skills peculiar to library

work will be taught to provide employers with a new labor market of trained workers; 2) librarians will have knowledgeable adults to work with; and 3) some 2500 new jobs will be created for a state with an appreciable unemployment ratio. Working with the Department of Labor and Industry's Division of Manpower Development and Training project and with the Bureau of Rehabilitation, these library aide training programs are exciting developments with concomitant economic and educational promise.

Carefully plotted programs of in-service training for teachers in the introduction to and uses of new instructional materials have been focused on those areas of the state where curriculum revisions and modernized teaching techniques have revealed a distressing lack of both resources and methodology. With National Defense Education Act funds now available to Pennsylvania school districts on a more liberal basis than previously enjoyed, the need for training in the selection and use of these materials and the encouragement to both administrators and teachers to make use of the funds have all been part of these in-service projects. Few children any longer need be deprived of the best in instructional materials and instruction itself on the grounds that their teachers have been deprived.

As the special project grants come to our state, whether they be for urban or rural educational improvements, for literacy advances, for cultural studies, for experimentations in methods and techniques of upgrading the business of teaching and learning, we are alert to the potential implications for school libraries. Often it is necessary to use the backdoor approach—or even gain entry over the transom. But if we believe that a good school library program can mean the difference in the cause for quality education and if we believe in the equality of quality education, then any entry is justified. We do believe these things, and we certainly mean to continue the search for the entries.

If it has taken a hundred years to recognize that people's lives can depend on the fact that there are more bears than books, then that is our shame. But the important thing now is that we do recognize it—and we are doing somethings about it. •••

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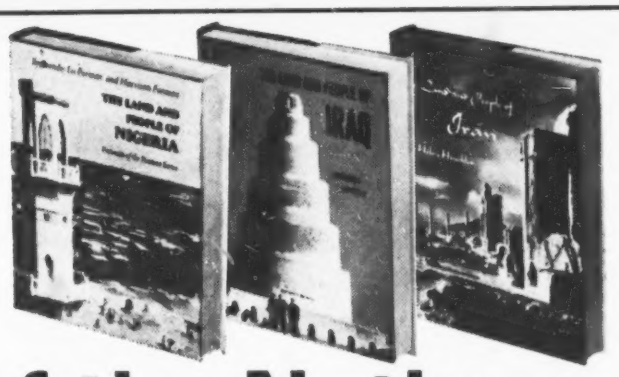

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Children's Book Department HOUGHTON MIFFLIN COMPANY Boston

Fitting the Program to the Problem

Examples from around the country

by Jean Lowrie

Librarians in schools around the United States are evincing increased concern for those children—preschool through teen-age—who fall in the category of the disadvantaged American. They are experimenting with programs and exploring and examining all facets of the problem in large metropolitan areas and medium-size cities, in rural sections, and among groups with racial, economic, or intellectual variants. Many approaches are being tried, each dependent upon the needs of a segment of a particular community. In almost every situation, the library plays a specific role. There is an imperative need for a place where questions may be answered, where books are introduced and then become familiar friends, where discussions and conversations may be held as opposed to a "shut-up" atmosphere at home, where beauty may be seen and heard. The school library has become a place where these aspects of "gracious living" and cultural needs may be fulfilled.

Many of the projects to help the culturally disadvantaged must include all agencies. But specific examples of ways in which school libraries are contributing may be of help to others in demonstrating methods for becoming involved as well as the necessity to do so. There seems to be good evidence to support the proposition that work with the preschool and elementary age child is the best way to attack the problem. To wait until the person is an actual dropout, or unemployed and in need of job retraining, is like trying to build a roof on a house without the support of walls.

Wichita—help for the preschool child

A start is being made in Wichita, Kansas, to provide challenge, stimulation, and enrichment for the three-, four-, and five-year-olds who come from homes which are the ultimate in drab, dreary, depressing surroundings. As a part of the summer school program, four prekindergarten classes were organized for underprivileged Negro children. These classes were the result of an experimental unit in the preceding summer school. Three of the groups were taught by classroom teachers; the fourth, by an elementary school librarian. All four are regularly employed by the Wichita Board of Education.

The primary purpose of the program was to develop the skills of communication, and a major attempt was made to establish self-esteem, socially acceptable behavior, and a

Editorial Note:

Special acknowledgment is made to the following who prepared the information used in this article.

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Miami, Florida

Mrs. Faith Murdoch
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Detroit Public Schools
Detroit, Michigan

Miss Maybelle Ortiz
Woodman Elementary School
Wichita, Kansas

Miss Daisy Rice
Stonewall Elementary School
Fulton County, Georgia

positive attitude toward school. The children's environment and extended experiences were so limited that the usual kindergarten conversation and stories escaped them. In the program, the children first learned to listen and to follow directions as they heard simple Mother Goose rhymes and responded in unison audibly, physically, and musically. Through the use of puppets and creative dramatics, most of the children, who were too shy to talk for themselves, eventually were able to speak distinctly and in sentences of their own. The telling and reading of stories provided a source of conversation as they visited around the lunch table.

At first the children would listen only to simple rhymes or stories requiring group participation, but as they gained in communication skills, their interest in books increased. Books became a source of real excitement in preparation for and follow-up of their weekly trips. During free activities, the book corner became a popular spot that stimulated many lively discussions—a highly important development, for reading could become so difficult and uninteresting for this group that school attendance would be avoided at all costs. Although the results are too intangible to measure specifically, these children should enter kindergarten this fall with confidence and a wholesome attitude toward school.

Fulton County, Georgia—growing up alone

A less formal program for the young child is being carried on by the Stonewall Elementary School in Fulton County, Georgia, where most of the Negro families have low incomes. Many parents leave home early in the morning before the children are up and return late in the evening after the children have gone to bed. They are with their children only on Sundays and a few Saturdays, and have no time to give them proper guidance. Consequently, most of the children are self-reared.

Home conditions are very poor. There are eight to ten children in most of the families, living in two- or three-room shacks that may fall at any time. There are cracks in the floors, walls, and ceiling and, because of the overcrowded conditions, part of the family sleeps on the floor. The houses remain filthy at all times with numerous odors meeting one at the door. These children come to school unbathed and frequently unclean. Their homes are not equipped with bathrooms, and at times they have to walk quite a distance for water. There are no books, newspapers, or any printed materials for the children to read in these homes. The preschool child does not see a book until he enrolls in school.

The library is provided with books, periodicals, records, and filmstrips that will fit the needs, abilities, and interests of these children. They are encouraged to take advantage of every opportunity to use the library. They do carry books home with them. However, they are encouraged to do most of their recreational or free reading at school because only about 10 per cent of the parents in the community can read or write; many parents do not encourage reading. Some of the children take magazines home, particularly those which are gifts to the school and supplement the regular collection.

Some improvement in the children from these families is now evident. As a result of sending reading materials into the homes, a love for books, an interest in reading, and some concern for a better home environment are being created.

Miami—the refugee child

What about the problem of the Cuban refugee child? After Castro came into power, Miami schools became Cuban-laden with approximately 20,000 Spanish-speaking refugee children. Miami and metropolitan Dade County are fast becoming a bilingual area.

The school libraries have played a part in the transition of these children from one culture to another. Books in Spanish were purchased for libraries to aid in the emotional adjustment of these Cuban children and supplement the English textbooks used in classrooms. In some instances, a refugee Cuban librarian was employed to work as a regular librarian. One of the most successful experiments is the Coral Way Bilingual Elementary School. The 360 students in the first through third grades attend classes conducted by native speakers of both Spanish and English.

Half of the pupils are Cuban and half American. These students are achieving at a better than average rate. The same approach is used in the library where Silvina Fabre assists the librarian, Catherine Pile, in conducting the library program in both languages.

In Miami Beach Senior High School, it was not possible to employ a Cuban librarian. However, gifted Cuban students were trained as library assistants. They set up a table with a sign, "Se Habla Español," where library policies and usage were interpreted to refugees who did not speak English. In all cases librarians have had to adjust their philosophy and shift library operational patterns to meet the complexities of the social and economic problems of this expanding community.

Two Cuban children read in a Miami school library.

Houston—identifying the potential dropout

The junior high group may include the potential senior high dropout. Many of these youngsters, who are classed as underachievers, are boys and girls whose talents need to be discovered and encouraged. Often they are from homes which discourage reading or any form of intellectual activity.

In Houston, the Board of Education authorized a four-year program in selected elementary, junior high, and senior high schools to try to identify these students and provide an instructional program to encourage them to remain in school. Since reading is one of the basic reasons for underachievement, the library personnel were called in to assist. The elementary school librarians prepared book lists in such areas as adventure, animals, biography, historical fiction, careers, humor, science, and tall tales.

Talent preservation teachers schedule frequent visits to the school library. Sometimes these periods are used for teacher-directed activities, at other times for individual pursuits. Assignments are often centered around a topic of interest and often involve "how-to-do-it" books. Those who entered the program in the seventh grade especially like books on space, science, and biography, and publications dealing with sports and local events. Books on cosmetology and good grooming are popular among girls. During the first visits to the library, many books are pulled from the shelves and returned without their ever being opened. Even when the teacher or librarian has worked earnestly to put the right book in the hand of the pupil, he often leaves the library empty-handed. The majority of the pupils, however, begins to read and actually consults books for information before the school year is half over. Library materials often take the place of textbooks; films and filmstrips and the daily newspaper are frequently examined. The occupational file is used by both junior and senior high school students.

Reading aloud on the part of teachers and librarians is a part of the program to erase deficiencies in early experiences and to motivate a desire to learn. This activity brings much pleasure to those who have been deprived of listening to adults read aloud in their early childhood. One teacher brought to the attention of her class juvenile heroes who appear in several books. Beverly Cleary's Henry and Carolyn Haywood's Eddie are two examples. The teacher read aloud from only one title in a series. When the pupils asked for more, the teacher sent them to the school library to find other titles.

Recordings of poetry and stories are used to develop appreciation and better listening skills. Poetry that is not too symbolic has special appeal. The recordings of such poets

as Frost, Sandburg, Masefield, and Edna St. Vincent Millay reading their own writings are popular. One junior high school librarian is making, from these recordings, tapes of particular poems which the teachers in her school have found especially well liked by talent preservation pupils. These are available for listening by one or several pupils at listening posts in the library, or by the whole class. Buzz sessions provide opportunity for these students to talk about the tapes and recordings to which they have listened as well as about books they have read on their own.

Many pupils in the talent preservation classes have the ability to learn, but have never been so motivated. Once the desire is created, there are no limits. One ten-year-old boy with an I.Q. of 129, who was performing at the second grade level, had never read a book through before he became a member of this group. Before the year was over, he was reading *Call It Courage* and a number of other Newbery Award books written at the same level of difficulty. He said to his teacher, "I didn't know books were like this."

Detroit—the core city problem

The Great Cities Project, which concentrated on the core city problem, stimulated programs in many metropolitan areas, among them Detroit. The inner core of that city, like many others, has deteriorated to the point where it now consists principally of small factory buildings, overcrowded, substandard single dwellings, and low-cost public housing. The dwellings are occupied primarily by unskilled or semiskilled, low-income racial and ethnic minorities. The upper- and middle-income families moved to the suburbs in recent years, and their places were filled by southern Appalachian white and southern Negro migrants, similar in many ways to the minority groups that had remained in the inner city. The children of these families have had little or no experience in urban living and lack the necessary skills and basic training to adjust to a typical school situation. They have neither the preparation nor the motivation to be successful.

A five-part program in seven schools is being developed. This includes teacher orientation and training; improved use of instructional equipment and materials and the development of educational materials adapted to the needs of the child with limited background; modification of organizational patterns within the school for more flexible and efficient programming; additional staff assigned to each school: coaching teachers, full-time visiting teachers, school–community agents for each school; involvement of public and private agencies (i.e., expanded use of public libraries made possible by transporting parents and children to libraries and arranging for bookmobiles to visit project neighborhoods).

The school libraries have concentrated on additional service. Special emphasis has been given to improving reading techniques and language skills through poetry reading sessions, oral book reports, dramatics, etc. Teachers note a direct relationship between enriched program and family interest and concern in school activities. Detroit is also the city where textbooks for beginning readers with Negro children as the main characters have been developed.

Oakland, California—community cooperation

The Ford Interagency Project in Oakland, California, is another example of a specific community project in which the school library became directly involved. Two elementary schools, one about 95 per cent Negro, the other about 65 per cent, were selected. The balance of the school population is a mixture of Caucasian, Oriental, and American Indian.

The schools are in an area of secondary migration. Many of the children come from homes where only one parent is present, generally the mother. Some of the children come to school with either no breakfast or an insufficient one. There is usually a paucity of reading materials at home, and television is the chief source of entertainment. The child is often surrounded by noise at home. He is seldom spoken to, although he may be shouted at. He becomes used to ignoring sounds, and one needs to find ways of securing his attention and of keeping it. One needs also to teach the child to articulate, for speech patterns are poor and need to be developed. The child has

no background of middle-class experience and information on which to draw—these must be formed for him at school. The Negroes of kindergarten age are very friendly, with no apparent built-in dislike of libraries and books. They enter happily, learn to sit on chairs and listen to stories, and are eager to learn all about books. But research must be done to determine at what point some of them change and begin the transition to the sullenness typical of some fifth and sixth graders.

A general program for story hours and library instruction (particularly on the care of books and enjoyment of reading) was developed. The children enjoyed searching for pictures and books on favorite subjects, for they needed the visual image so sadly lacking at home. The tape recorder was used frequently in an effort to help the children articulate better. The Library Club helped by reading to the project children and in turn having them read to the club members. The schools are in a community where the city departments, social agencies, and recreation departments all work closely with the public schools to develop related projects aimed at helping children adjust to a society hitherto beyond their experience.

One of the aspects of service stressed by many of the librarians contacted in this survey was the development of a special collection of professional materials relating to the ethnic background of the pupils, to the special reading problems and techniques for treatment, and to the general understanding of the culturally disadvantaged person. The annotated bibliography which appears after this article should help all librarians, school and otherwise, who are concerned about this segment of our population to expand their personal understanding of one of the socio-economic problems of our day.

It is quite evident that there is no limit to the needs of this group of boys and girls nor to the techniques which may be employed to give them assistance, to challenge their interest in life, and to help them adjust to a society which is frequently leaving them far behind, albeit unintentionally. Communities in every part of the country have similar problem groups of students at all ages. Every librarian has a responsibility to work with fellow teachers and other agencies within the community to discover the culturally disadvantaged and to assist them in whatever way possible.

•••

The Culturally Disadvantaged Child

An Annotated Bibliography by Regina F. Berneis

Since many of the depth studies include references to works published in the 1950's, no attempt has been made to present these in this bibliography, and only items which have appeared since 1960 will be found. The growing awareness of the problem and the attempts being made to alleviate it have given rise to an increasing output of books, articles, and reports. Only those which have some bearing on the ways and means of reaching the child through reading and increased interest and skill have been considered in this presentation.

Mrs. Berneis, compiler of the bibliography, graduated from the Department of Librarianship, Western Michigan University, in June, 1964. She is currently employed as an elementary school librarian in Portage, Michigan.

STUDIES IN DEPTH

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. "School Programs for the Disadvantaged" (Educational Resources Services Circular, February 1963). Descriptions of special projects and efforts in behalf of the disadvantaged in 42 local school districts, with attention to objectives and procedures which must be followed by those planning similar ventures.

CONANT, JAMES BRYANT. *Slums and Suburbs* (New York: McGraw-Hill, 1961). Suggests adjustments in curriculum and school organization to meet needs of individuals, stressing the role of the school in the improvement of conditions.

EDUCATIONAL POLICIES COMMISSION. *Education and the Disadvantaged American* (NEA and AASA, 1962). Background and reasons for dis-

advantage and lack of education, leading to guidelines for alleviating the situation: school programs, staff, facilities, and cooperation with home. Emphasis is placed on public responsibility.

FUSCO, GENE C. *School–Home Partnership in Depressed Urban Neighborhoods* (U.S. Department of Health, Education, and Welfare, Office of Education, OE-31008, Bulletin No. 20, 1964). Based on premise that educational handicaps of disadvantaged stem in part from deprived home life, proposes that opportunities are advanced when assistance of adults is enlisted. Adults also need help: examples of twenty schools throughout the United States which are providing services in depressed residential areas.

HOUSE OF REPRESENTATIVES, EIGHTY-EIGHTH CONGRESS OF THE UNITED STATES, SECOND SESSION. *Poverty: Message from the President of the United States* (Document No. 243, U.S. Government Printing Office).

JEWETT, ARNO. *Improving English Skills of Culturally Different Youth in Large Cities* (U.S. Department of Health, Education, and Welfare, Office of Education, OE-30012, Bulletin No. 5, 1964). The problem is reviewed in such terms as need for a realistic approach, methods for improving skills, and outlines for specific programs, as well as qualifications and training of the teachers necessary to implement such a program.

NATIONAL COMMITTEE FOR CHILDREN AND YOUTH. *Social Dynamite* (Report of Conference on Unemployed Out-of-School Youth in Urban Areas, May 24–26, 1961). Background, identification of the problem, with suggestions for meeting it, including descriptions of some successful programs.

PASSOW, A. HARRY, ed. *Education in Depressed Areas,* Work Conference on Curriculum and Training in Depressed Urban Areas (New York: Bureau of Publications, Teachers College, Columbia University, 1963). Dimensions of education in depressed areas are examined, in order to develop sound guiding principles for program planners. Programming, psychological and sociological aspects, and phases of teacher education are examined, and some existing programs are described. Extensive bibliography.

RIESSMAN, FRANK. *The Culturally Deprived Child: A New View* (New York: Harper, 1962). A study of the deprived child's needs and abilities, with emphasis on the positive aspects of his culture in outlining responsibilities and guidelines for his education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, OFFICE OF EDUCATION. *Programs for the Educationally Disadvantaged; a Report on Teaching Children and Youth Who Are Educationally Disadvantaged,* May 1962 (Washington: U.S. Government Printing Office, 1963). Successful programs based on understanding the needs and modes of learning, plus parent involvement and understanding, on the state, city, and local school level.

ARTICLES AND REPORTS

AMERICAN ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, A DEPARTMENT OF NEA. "Disaffected Children and Youth" (*Educational Leadership,* February 1963). Outlines some programs based on the philosophy of working from the children's knowledge and abilities toward further intellectual development.

ASHLEY, WALTER E. *The Society of the Streets* (Ford Foundation, 477 Madison Ave., New York, 1962). Several approaches which have been used by schools and communities, with the aid of Ford Foundation grants, to provide improved programs for the culturally deprived.

BERG, PAUL CONRAD. "Illiteracy at the Crossroads" (*Adult Leadership,* June 1960, p. 47–48, 67–69). Description of the extent to which private institutions, public schools, and individuals have developed programs for reaching illiterates at home and abroad.

BERNTHAL, E. S. "Listen, Look, and Learn; Listening–Viewing Center" (*A-V Instructor,* October 1963, p. 582–83). Description of a materials center (Pasadena, California), where audio-visual means are employed to bring disadvantaged children to a point where they have had the background of other children in their age and grade group.

CHAUNCEY, HENRY. "Intelligence and the Important Early Years" (*Education Digest,* April 1964, p. 23–25). Intelligence is not fixed; it can

• *Mrs. Berneis is elementary school librarian in the Portage, Michigan, schools. She serves part-time in two schools, providing library experiences and service to children from kindergarten to sixth grade, as well as to a class of perceptually handicapped children, who come to the library regularly. The schools serve children from middle- to low-income families, some of whom can be described as culturally disadvantaged.*

be developed, especially in the early years, by exposure to good experiences and environment.

DANE, C. "Why Are Elementary School Libraries So Important?" (*Peabody Journal of Education*, July 1962, p. 16–20). In order to become a lifelong habit, library experiences and training must be experienced at a very early age. The elementary school library is best qualified to develop in the child the feeling that the library is a learning resource, to be used throughout life.

DARLING, RICHARD L. "School Library Services for the Culturally Deprived Child" (*School Life*, October 1963). (Available in reprint: U.S. Department of Health, Education, and Welfare, Office of Education, OE-15047.) If reading is the breakthrough in the education of the culturally deprived, more and better school library service is essential. Existing facilities are evaluated, with emphasis on need for increase and improvement.

DELLA-DORA, DELMO. "Culturally Disadvantaged: Educational Implications of Certain Social–Cultural Phenomena" (*Exceptional Children*, May 1962, p. 467–72). The nature of current forces affecting education, the results of this interaction, and some ideas to help ease the problems which have derived from these social–cultural factors.

DEUTSCH, MARTIN. "Nursery Education: The Influence of Social Programming on Early Development" (*Nursery Education*, April 1963, p. 191–97). The child must be reached at an early stage if he is marginal to our major cultural streams. The preschool experience may be used as a bridge and stimulant to development, especially if incorporated into parallel reading and library programs for parents.

DICKEY, F. G. "Frontal Attack on Cultural Deprivation" (*Phi Delta Kappan*, May 1964, p. 398–400). Upgrading the program for the culturally deprived child, to prepare him to develop his own resources.

GOSLIN, WILLARD. "Learning to Plow on a City Street" (NEA, Dept. of Rural Education, 1963). Changes in our economy have left youth with too little responsibility, making it necessary to enlarge educational programs to provide for free-time activities, and to develop worthwhile citizens.

GROFF, PATRICK J. "New Books for the Slum Child" (*Wilson Library Bulletin*, December 1963, p. 345–48). The need for new and radically different books to meet basic needs of the deprived child which will have some relation to his actual life and problems, at the same time raising his sights and making him aware of his own heritage.

HARDING, ALICE CURRIE. "To Be Continued . . ." (*NEA Journal*, September 1964, p. 30–32). Early admissions (preschool) programs in Baltimore show signs of successfully influencing school careers of children.

Higher Horizons Bulletin (New York: Board of Education, December 1962). Fundamental faith in deprived children is necessary, plus pride in their accomplishments, so that they, in turn, will become achievers; this is the hope for the future.

HINES, R. H. "Social Expectations and Cultural Deprivation" (*Journal of Negro Education*, Spring 1964, p. 136–42). Social expectations and capabilities are diverse—when educational resources present equality, then social expectations will be realistic.

HORNAK, A. "Serving a Challenging Population; Many Latin American Children Come to Houston Public Library" (*ALA Bulletin*, October 1958, p. 703). A successful program of individual and group visits of children with different cultural and language backgrounds.

HOSLEY, ELEANOR. "Culturally Deprived Children in Day-Care Programs" (*Children*, September 1963, p. 175–79). The culturally deprived child is also emotionally deprived, and needs a definite program in educational experiences. Cleveland's experience in working with parents to overcome barriers.

HYMES, JAMES L. "The Importance of Pre-primary Education" (*Childhood Education*, September 1962, p. 5–9). Preschool children need stimulation before they are of kindergarten age, and are receptive to experiences of all kinds.

KAPLAN, BERNARD A. "Issues in Educating the Culturally Disadvantaged" (*Phi Delta Kappan*, November 1963, p. 70–76). Identifies children and evaluates philosophy behind programs for them, then discusses these programs, the facilities needed, and the necessity for maintaining respect for them as individuals.

KLINEBERG, OTTO. "Life Is Fun in a Smiling, Fair-Skinned World" (*Saturday Review*, February 16, 1963, p. 75–77, 87). An examination of fifteen widely used readers points up the need for an evaluation of the materials presented to children, in terms of the possibility of preparing books which will present a more complete and adequate picture of American life.

KRUGMAN, MORRIS. "The Culturally Deprived

Child in School" (*NEA Journal*, April 1961, p. 23–24). Evaluation of a four-year program in six different areas has proved that the schools can compensate for meager backgrounds, through music, art, and books, by raising the child's self-concept and educational achievement.

LEVINE, DANIEL U. "City Schools Today: Too Late with Too Little?" (*Phi Delta Kappan*, November 1962, p. 80–83). Expounds the need for prekindergarten education to put the culturally deprived child on a mental parity with others, rather than to start him on the road to only a vocational education.

Library Journal. "Book Exposure Program" (October 15, 1964, p. 4131). An experimental program in which fourth graders from underprivileged neighborhoods worked with Harvard volunteers in an effort to strengthen their reading backgrounds.

———. "Scope: For Retarded Readers and the Culturally Deprived" (October 15, 1964, p. 4131). Review of a new magazine designed primarily to provide materials of interest to junior and high school students who are two to four years behind in reading ability, yet maintain the maturity that these students require.

LICHTER, SAMUEL O., and others. *The Dropouts* (New York: The Free Press of Glencoe, 1962). A study of intellectually capable youths who drop out of high school, the problems they pose in continuing education.

MEA Journal. "New Detroit Primer Stirs National Interest" (November 1962, p. 244). New primer in terms which a child can understand has opened new experiences for culturally deprived children.

MILLS, F. L. "Trends in Juvenile and Young Adult Use and Services," (*Library Quarterly*, January 1963, p. 58–69). The role of the public library in new curriculum developments.

MOCKEY, ROBERTA. "Integrated Books Pass Test" (*Detroit Free Press*, November 24, 1963, 6D). Experiment with real-life experiences in preprimers has proved exciting for children, and successful in terms of their achievements.

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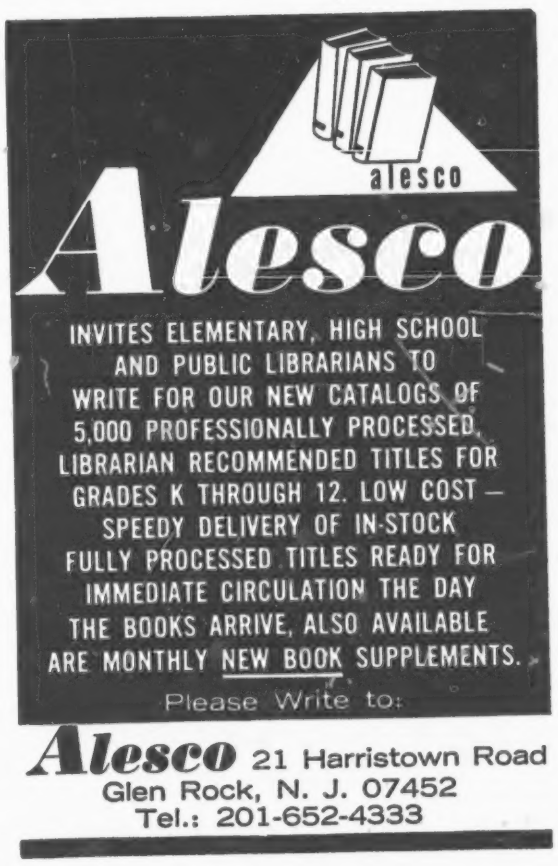
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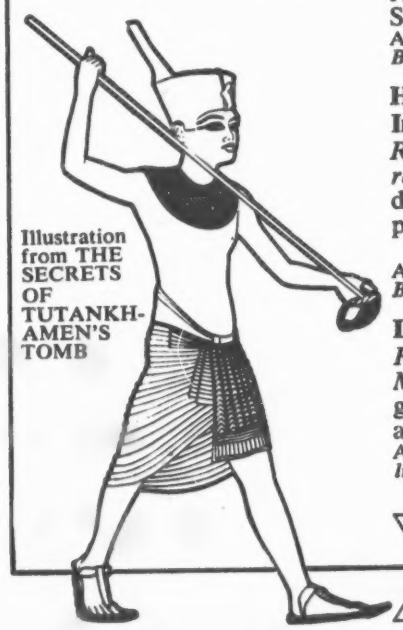

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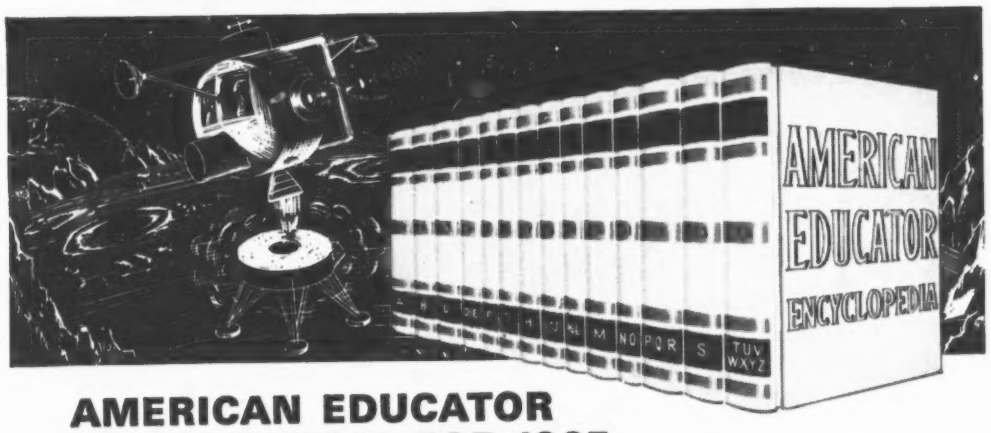

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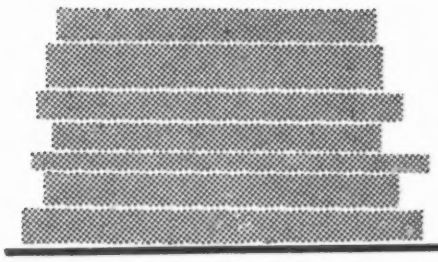

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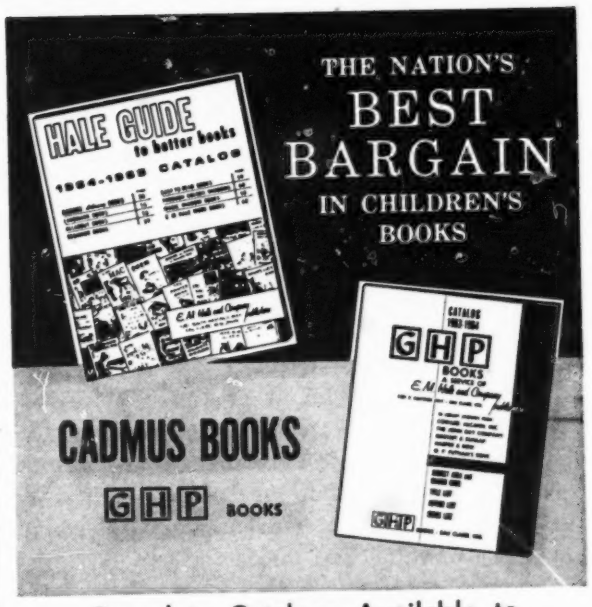

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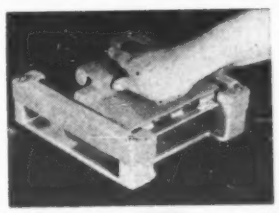

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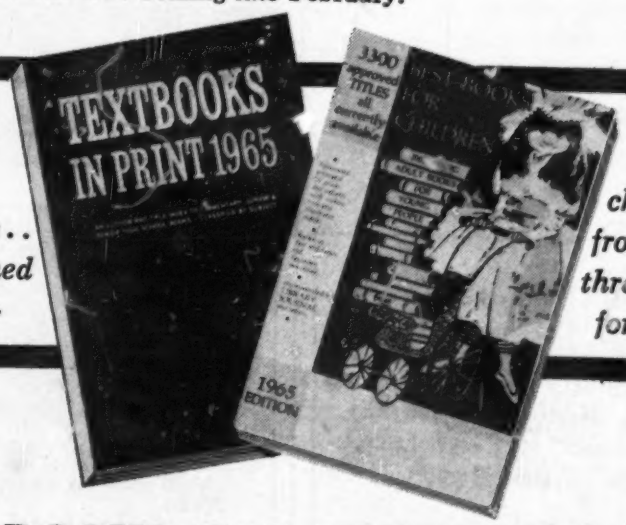

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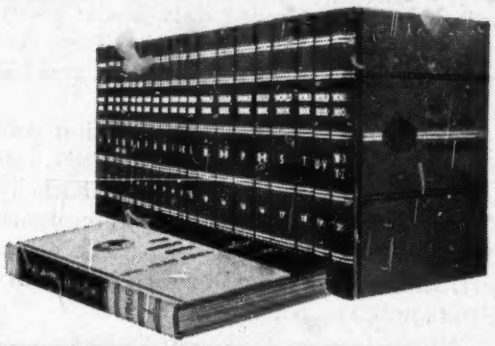

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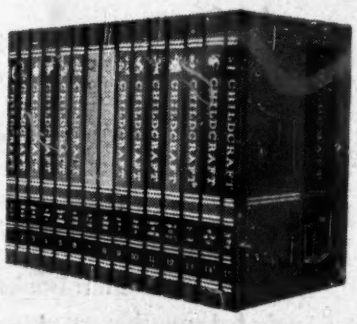

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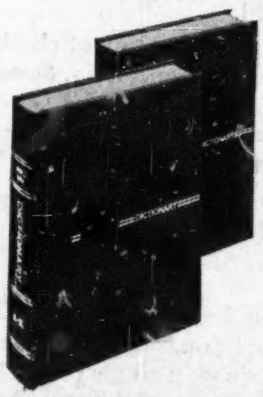

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